THE JUNIOR HIGH SCHOOL
ITS ORGANIZATION AND ADMINISTRATION

WILLIAM M. PROCTOR
NICHOLAS RICCIARDI

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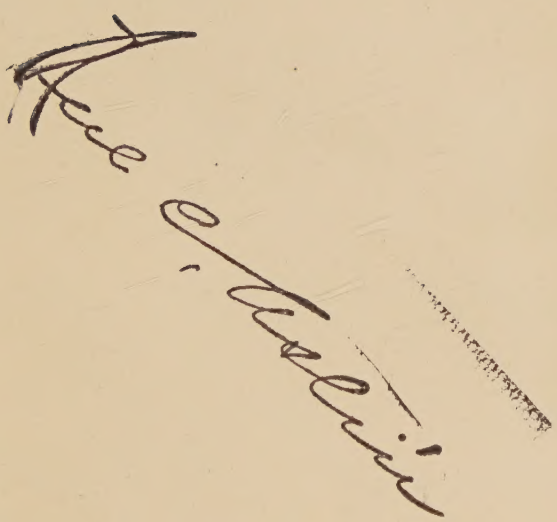

THE JUNIOR HIGH SCHOOL

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ITS ORGANIZATION AND ADMINISTRATION

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PREFACE

The junior high school in California is recognized as an integral unit of the secondary schools of the state. The school code virtually defines the responsibility of the junior high school by providing that junior high school courses of study "shall be designed to fit the needs of pupils in the seventh, eighth, and ninth grades, or in the seventh, eighth, ninth, and tenth grades."

This symposium volume was planned for the purpose of reporting administrative procedures now prevalent in the junior high schools of the state. This is done in the hope that the volume will be helpful to junior high school administrators in solving their problems and in aiding them to fit the junior high schools "to the needs of the pupils" more effectively. It was thought best to have men and women rich in junior high school experience in the fields of teaching and administration write the various chapters which constitute this symposium in junior high school education. It will readily be conceded that those on "the firing line" know best the type of material that would be helpful to them, and that they should be better able to describe their methods and practices in a way to be most helpful to others now working in the junior high school field.

The authorship of the chapters was confined to junior high school workers in the state of California not because of any assumption of the superiority of the junior high schools of that state over those of other states. There are two or three states, notably New York and Pennsylvania, where junior high school development has probably gone ahead of what it now is in California. The editors elected to confine authorship to the one state partly on account of the convenience in gathering and editing material and partly because the junior high school had its inception as a three-year institution in this state. Also it was felt that since every variety of junior high school problem is being faced and solved by California junior high school people who are making outstanding contributions

to their field it would be possible in such a volume as this to present material that would have value and significance for any junior high school teacher or administrator in the country.

Readers will be interested, therefore, in the manner in which the volume was produced. In June 1928 each of the (152) junior high school principals of the state received from the Chief of the Division of City Secondary Schools, State Department of Education, the following letter:

> We are planning to prepare a bulletin on the junior high schools of California. Will you be good enough to forward to me at your earliest convenience the problems which you believe should be given serious consideration in the preparation of such a bulletin? Will you definitely state each problem and characterize it briefly? A prompt reply will be very much appreciated.

The response to this letter was so enthusiastic and the problems proposed seemed so vital that the idea arose of working out a symposium volume in order that junior high school workers in other states might profit by the recorded experiences of the California junior high school group. Accordingly in October 1928 a second letter was mailed to the junior high school principals, as follows:

> Several months ago I wrote you requesting that you forward to me, with brief descriptions, the problems in junior high school education which, in your judgment, should be given serious consideration and solutions attempted.
>
> The response to my request has been very gratifying. In fact, many of the replies are so thorough and thought-provoking that after a conference with Dr. William M. Proctor it has been decided that a symposium volume on Junior High School Problems in California be published. Dr. Proctor has agreed to assume joint responsibility with the Chief of the Division of City Secondary Schools in the preparation of such volume.
>
> In order that fifteen of the problems of greatest interest to those engaged in junior high school work may be treated in such a volume, you are requested to indicate with a check on the attached list the fifteen problems which you believe should be included in a volume on Junior High School Problems in California.
>
> If problems do not appear which you believe should be included in the list, add them and then check an additional number to total fifteen.
>
> An immediate reply will be greatly appreciated.

We want 100 per cent return. We are addressing 152 junior high school principals.

The returns were so comprehensive that, on the basis of the frequency of selection, the editors were enabled to decide upon the various topics for the chapters included in this volume.

The chapter authors were selected with the aid of and upon the recommendation of the school administrators having junior high schools under their jurisdiction.

Each chapter author was given instructions to guide him in writing his manuscript, special attention being called to the fact that the author was expected, in so far as practicable, to use data acquired through experience, observation, and study of junior high school work in California rather than data obtained through questionnaires or summarized reading.

A thorough study of the entire field of junior high school education reveals the fact that the problems selected for treatment in this volume, arrived at in the manner above described, are among the outstanding problems of junior high school administration anywhere throughout the country. For that reason the editors feel that this volume, written as it is by junior high school people "on the job," will prove to be a distinct contribution to the literature of the junior high school field, just as its companion volume on *The Junior College* has been demonstrated to be. Also it is felt that it will become a very usable tool by junior high school teachers and administrators everywhere. While, therefore, the writers of the book are all residents of one state, the problems and procedures which they discuss are problems and procedures common to all junior high school situations. Every person interested in this young, lusty, and rapidly growing unit of the American secondary school system will find it both interesting and profitable reading.

The Editors wish to acknowledge their indebtedness to the chapter authors, to the junior high school principals and school administrators who responded so promptly and cordially to all requests for information and co-operation, and to those interested persons who have rendered assistance by reading and

criticizing the manuscripts of the various chapters submitted to them for suggestions. Without the professional interest and the spirit of co-operation and helpfulness of all of these individuals, it would not have been possible to produce the volume in its present form.

William Martin Proctor
Nicholas Ricciardi

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I. TYPES OF ORGANIZATION

BY MRS. HELEN S. W. PIERCE[1] AND THE EDITORS[2]

A survey of the one hundred and fifty-two junior high schools listed in the *Directory of California Secondary Schools,* published in 1930, reveals a number of surprising variations. Of these schools one includes grade seven only; three include grades seven and eight; one hundred thirty-nine include grades seven, eight, and nine; and nine include grades seven, eight, nine, and ten. For administrative purposes one is administered in connection with a continuation high school; one is administered in connection with an elementary school and a senior high school; thirteen are combined with elementary schools; forty-three are combined with senior high schools; and ninety-four are administered separately. The total enrolment is 108,164, and ranges from 32 to 2,119. The enrolment of 75.7 per cent of these junior high schools is less than 1,000. The average enrolment is 712.

On account of the legal difficulties encountered in grouping the seventh, eighth, and ninth grades together in union high school districts, including a number of elementary districts having separate boards, the 6-3-3 or the 6-4-4 plan is very difficult to accomplish outside of the larger cities.[3] This has forced a number of localities to adopt the 6-2-4 plan or to remain on the 8-4 administrative basis entirely. The organization where there is a junior college has taken the form of the 6-3-3-2 plan, and in some other districts that of the 6-4-4 plan. The last-mentioned form is coming into favor, theoretically, and as favorable legislation is enacted it may ultimately become the prevailing type of administrative organization.

As stated above the great majority of the three-year jun-

[1] Assistant Superintendent of Schools, Los Angeles, California.

[2] Nicholas Ricciardi, Chief of Division of City Secondary Schools, State Department of Education, Sacramento, and William Martin Proctor, Professor of Education, Stanford University, California.

[3] See chapter xv.

ior high schools are to be found in cities where total enrolment is sufficient to make it possible to have an effective organization for the carrying out of the recognized purposes, principles, and philosophy of the junior high school. The organization is more difficult in rural districts because there the school population is small and very much scattered. Community needs also cause great variations in the types of junior high schools maintained. Some are predominantly academic in character, preparing pupils for high school. Others seek to lay a foundation that leads to vocational preparation. A distinct contribution that the properly organized junior high school has made has been to serve as a "finishing school" for over-age boys and girls and to offer opportunities to those who ordinarily would drop out of school as soon as the law permits.

Since there is such a great variation in the grades included, in the enrolment, in location, and in community needs, and also inasmuch as junior high schools are maintained separately or in connection with senior high schools or elementary schools, the types of organization differ greatly throughout the state. An immense amount of scientific study and experimentation will be required to bring order out of these varied conditions, to develop well-defined educational and administrative policies, and to insure a flexible program of studies adjusted to the needs of all types of junior high school students.

The ideal junior high school is a unified whole designed to accomplish certain desirable functions. As Dr. Glass has so aptly put it:

> Convert the school for early adolescent youth into a rich spontaneous life, adaptable to the natural and buoyant instincts of real boys and girls. Train them to be active participating junior citizens of a living school community, and make early adolescent age what it should be—a joyous experience teeming as it is with altruism and unsophisticated idealism which someone has characterized as "the golden age of life when God comes closest to the spirit of man."[4]

[4] James M. Glass, "Recent Developments in the Junior High School Field," *National Association of Secondary School Principals,* February 26, 1925.

Foremost in educators' minds should be the child as he progresses from the kindergarten to the elementary school, from the elementary school to the junior high school, and from the junior high school through the senior high school and junior college. There should be no obstructions in his path; there should be no gaps or unnecessary duplications. He should pass without barrier or diversion from each unit to the next higher. John Dewey says: "Articulation is secured only as at each stage of the school system pupils' activities are directed in reference to a continuing wholeness of growth."[5] The junior high school as the transitional unit is in the important position of welding together elementary and secondary education.

Articulation problems.—During the rapid development of the junior high school movement administrators and teachers have been confronted with perplexing problems of articulation. Among these are:

1. A lack of mutual understanding of the basic philosophy underlying the different educational units.
2. The absence of a consistent scheme of organization and administration that carries over from the elementary to the junior high school and from the junior high school to the senior high school.
3. A lack of sequence in curriculum content and in teaching procedure adapted to the child in his development as he passes through the different educational units.
4. The existence of certain unadjusted details in supervision.

In order to secure adjustments of these differences certain procedures have been suggested that may aid in bringing about better relationship between the elementary school and the junior high school and between the junior high school and the senior high school.

One of the first steps necessary in establishing a basis upon which to build an articulated system is the formulation of a clear statement of the purposes of each unit, based upon the physical, psychological, social, emotional, and moral needs of

[5] *School and Society,* March 30, 1929, p. 404.

the pupils in these units. Intervisitation of teachers and principals in the various educational units will bring about a better understanding of the way in which the philosophy of each is carried out in practice. Frequent discussions of disputed points in meetings of principals and of teachers who represent the different units will clear up many difficulties. If it were possible for administrators and teachers to have training and experience in the three educational units, they would have a deeper insight into one another's problems. When the members of each unit put forth these efforts to get the point of view of the other units, there will result a sympathetic attitude that does not always seem to exist at the present time.

Another aid in enabling the children to progress easily is a plan of organization and administration that is continuous from the elementary through the senior high school. A few examples will serve to illustrate this point.

1. *Homogeneous grouping.*—In order to provide for individual differences in children many schools have homogeneous grouping which takes into consideration such factors as mental age, chronological age, scholastic age, school history, health conditions, and potential ability. Provision is not always made for carrying on this homogeneous grouping consistently from the elementary to the junior high school and from the junior high school to the senior high school. In the latter case there are conditions that make such grouping somewhat difficult. There should, however, be an agreement concerning the bases for grouping, and, as far as it is possible and practicable, provision should be made for the continuity of such grouping.

2. *Departmentalization.*—In the early grades of the elementary school one teacher is in direct charge of the pupils. If in the upper elementary grades there is an increase in the amount of departmental work, the transition into the new conditions of the junior high school, where there are many teacher contacts, will be easier. In order to eliminate the bewilderment that many young children feel as they go into the junior high school from the elementary school, seventh-grade pupils are sometimes assigned to the same teacher in two or

more academic subjects. For the most part, however, there is complete departmentalization in the junior high school. In this way the child is gradually prepared to act independently in the more highly developed group organization of the senior high school.

3. *Guidance.* — Certain phases of the guidance program are indispensable in preparing the way for pupils as they advance. In the elementary school the classroom teachers, in their very personal relationship with the children, get them ready for the next step by means of talks and discussions. When the pupils are about to enter the junior high school a visit to the new school is helpful, especially after the teacher has carefully paved the way for them to make such visits intelligently. In the junior high school personal guidance is continued through the home-room teachers, who are responsible for a group of pupils during the three-year period. These teachers obtain all possible information that pertains to the education of the children. For the first year the home-room teacher's effort is to adjust the pupils to their new environment. Later through conferences during the home-room periods these teachers guide the pupils in making decisions that are often very vital. For example, the choice of an elective determines the course the pupil will likely pursue in senior high school. Therefore pamphlets and programs of study from the senior high schools are made the subject of discussions. Some junior high schools invite teachers and administrators from the senior high school to talk informally to the pupils concerning the various courses. Visits to the senior high school are planned so that the pupils will not feel a sense of strangeness in the new environment. Guidance should be continued to some extent in the senior high school.

4. *Counselors' records.*—An adequate program of counseling avoids many difficulties that might arise in the transition between schools. Junior high school counselors visit the contributing elementary counselors in order to obtain information concerning children who are about to enter the junior high school. A great aid for this purpose is the use of cumulative

record cards which contain such items as scholarship achievement, chronological age, mental age, intelligence quotient, special interests and aptitudes, teachers' estimates, and health data. When the pupils are ready to leave the junior high school, the senior high school counselor consults with the counselor of the junior high school and obtains the cumulative record cards and any other information that is necessary. Records of the grades made by pupils in the junior high school at the end of the first semester are sent back to the elementary schools from which the pupils came. A similar procedure is followed by the senior high school in sending grades back to the contributing junior high schools. The progress that pupils have made is discussed by representatives of the various consecutive units so that the pupils who have succeeded may be commended and those who have not lived up to capacity may be stimulated to do better work. This close contact between each school and its contributing schools will promote more effective articulation.

5. *Promotion.*—One of the most important problems in administration that has caused difficulty in articulation has been the lack of satisfactory bases of promotion. Since the compulsory school age in California is sixteen years, children have been encouraged to continue secondary education. Mass education through high school has therefore become popular. The selected few who once were graduated from high schools were groups excelling in academic subjects. Now the young people who demand high school education are not always proficient along these lines. High school curriculums have been broadened to include many new subjects in an attempt to meet the needs of all the children. Part of the lack of understanding between the senior high school and the junior high school and between the junior high school and the elementary school has grown out of the comparison between the graduates of the present time and the graduates of years ago. Since the school has included in its curriculum various levels of academic work and a goodly proportion of vocational work, and since there is a recognition of potential capacity and certain elements of character as contributors to probable success or failure, the

marks teachers give to pupils are not meaningful, and the determination of standards of promotion has become complicated. When an agreement on these problems can be reached so that the schools know just where to place all of the incoming pupils, much of the misunderstanding between the educational groups will disappear.

6. *Citizenship.*—Every system should provide for a definite continuous training in citizenship. This begins early. Even in kindergarten the little tots develop certain social attitudes in the group. Children may gradually be trained to assume responsibility and to develop qualities of leadership. This has been shown notably in the safety work that is carried on throughout most of California. Pupil participation in school life is an accepted part of junior high school philosophy and has been rather happily carried out in most schools. It is surprising how admirably senior high school boys and girls have taken responsibility as citizens in the cosmopolitan high school of today. If there is to be a well-articulated program of citizenship training throughout our public schools the teachers and the administrators of each unit must build upon the preceding units.

7. *Study habits.*—Another need of the present time is to develop in young people right study habits. Here again each unit should take cognizance of what has been done in the preceding unit. In the elementary school under one teacher it is possible to start the children in right habits of study. The junior high school continues this development by means of the lengthened period of directed study under the guidance of the classroom teacher. Some pupils leave the junior high school fairly well prepared to attack the new problem of study in the senior high school, but many still need guidance, and if they do not receive it much of the work that has been accomplished by the teachers in the preceding units is lost. Closely related to this phase of the work is the amount of home study assigned to children. There is a question as to how much pupils should study outside of school time in the elementary, in the junior high, and in the senior high school. Concerted action among

teachers and principals to develop a sensible program for home study will be welcomed by many parents. When it is part of the regular program of the school system to teach children how to study and how to measure accomplishment, the problem of home study will in a measure be solved.

8. *The curriculum.*—An important element in successful articulation is a well-constructed curriculum. The junior high school curriculum should proceed by natural, transitional, and progressive steps to weld together elementary and secondary education. This necessitates a continuance of elementary subjects in a diminishing degree. It implies orientation in exploratory courses in order to give children a group of experiences upon which to base judgment for future work. It implies a gradual increase in secondary subjects. The greatest unifying influence of the curriculum is building it around a core of subjects that begins in the elementary school and continues through the high school. There have grown up in the junior high school general courses such as general mathematics, which includes arithmetic, intuitive geometry, and algebra, a combination of elementary and secondary subject-matter. General science, English, social studies, music, and art are likewise composed of broad units of a general nature. These experiences furnish bases enabling pupils to make intelligent choices in the more specialized work of the senior high school. These experiences may also aid some pupils in the choice of a vocation. A most urgent need in articulation at the present time is continuity in elementary, junior, and senior high schools of differentiated curricula and varieties of pupil activity to care for the varying needs, capacities, interests, and abilities of all pupils.

In order to insure articulation in the curriculum the one who directs it should have an overview and an understanding of all three units. The most satisfactory method of construction is to have committees composed of junior high school teachers work in conjunction with representatives from the elementary department on the one hand and with the senior high school teachers on the other. If such procedure is used,

duplications are apt to be avoided and correct grade placement of material is more likely to result. Frequent meetings of teachers of the same subject in each junior high school department with the teachers from the contributing elementary schools and with the senior high schools to which they contribute aid in determining where to make adjustments.

9. *Teaching technique.*—Hand in hand with curriculum content and pupil activity is the question of teaching technique, which should be just as carefully studied and adapted to the age, needs, capacities, and interests of pupils in each unit as is the curriculum content. In general there should be an understanding of the methods of teaching employed by teachers in the various educational units and there should be a conscious effort on the part of the teachers in each unit to employ classroom procedure that articulates with that of the preceding unit. The modern language field furnishes an example of unarticulated teaching technique. In most junior high schools a direct method is favored by the teachers because it proves successful with the younger children. In the senior high school there is a feeling among many teachers that the requirements for grammar and construction work should take precedence over facility of speech and the use of the vernacular in the classroom. Pupils are bewildered in changing from one type of teaching technique to the other and they seem to be the innocent victims of this controversy.

10. *Supervision.*—Another great aid in articulation is a system of adequate supervision that is constructive and helpful. This supervision is of two types. The first is vertical supervision, where the supervisor has charge of a subject through all three educational units. The second form of supervision is horizontal. Here one person is in charge of the direction of all subjects in one grade. This type of supervision brings about a correlation of the different subjects which contributes to the development of the child as a whole, thereby articulating within each unit as well as between the units. Often the same assistant superintendent has charge of the administration of all or of parts of the three educational units. This plan aids

in adjusting the difficulties that arise in the consecutive units due to lack of articulation.

Conclusion.—Assume that every means of obtaining articulation has been exhausted, that the philosophy underlying each unit has been clearly enunciated and is understood by all other units, that schemes of continuous organization and administration have been carefully developed, that supervision has been adequately provided, that teaching technique and curriculum content have been adapted to the various needs of the pupils. If the spirit of sympathy, of co-operation, of good feeling does not exist among teachers and administrators, all claims to articulation will become as "sounding brass and a tinkling cymbal." Conferences and discussions amount to nothing if understanding does not result and unless prejudice disappears. The acid test of the effectiveness of all the elements that contribute to articulation is, "Has the child progressed happily and unhindered, to the extent of his power, from one educational unit to the next?"

II. BUILDINGS, GROUNDS, AND EQUIPMENT

BY ANDREW P. HILL, JR.[1]

THE BUILDING PROBLEM

Evaluating plans. — Philosophically, buildings exist because there is a function to be served. As far as schools are concerned this is a statement of profound importance. Successful schools cannot be built by copying the present mode or by picking promiscuously about among existing buildings for items or rooms that strike the fancy. The criteria for evaluating housing must come from the fundamental aims of each separate school—its curricula, its social and educational philosophy, and the methods and devices it intends to employ in attempting to encompass these aims. As districts and towns are individual and require individual diagnosis, schools are bound to develop originality of interpretation, purpose, and content.

It follows logically that the discussion of junior high school plans contained herein can be general and suggestive of the idea as a whole only. Some of the types of rooms shown may be acceptable to the reader, but no room should be considered for actual use that will not stand inspection in terms of local ideals and needs.

Junior high school building characteristics.—The junior high school is an attempt to reach and serve the individual student in the early adolescent stage. It follows the general period of instruction in fundamentals and attempts to explain life's activities, to effect a recognition of personal abilities, develop ideals of personal responsibility, and arouse latent vocational capabilities. In a broad way these may be summed up as:

Vocational exposure and educational guidance
Social and moral guidance
Civic responsibility
Technical training toward a definite academic goal

[1] Chief, Division of Schoolhouse Planning, State Department of Education, Sacramento, California.

Vocational exposure and educational guidance are expressed in the building in counseling, examination, and record rooms or spaces, a bona fide library organization, a great diversity of exposure courses in art, commerce, speech arts, music, home arts, shop activities, horticulture, and technical or semi-technical fields of work for both sexes, and a well-equipped assembly room.

Housing for social and moral guidance activities will be included in definite planning for social activities in the school: dances in the gymnasium, clubs and group meetings in smaller rooms, and definite training for both boys and girls in social etiquette. Moral guidance is usually stressed through student government and student responsibilities and requires specific housing under supervision for student body, class, and student honor activities.

Civic responsibility is taught through the social and student government activities of the school. Good places for class and school meetings are essential. Quiet floors and good acoustics are important items in these rooms. Behind all these activities, a building planned for ease of supervision and for systematic organization of activities and supplies is paramount. If, farther on in these pages, little items are stressed as important, it is for this general basic reason.

Location and site.—Junior high school sites should be definitely selected to suit the elementary pupil populations they serve. As cities tend to grow outward from a central nucleus, sites are best selected near the outer rather than the inner side of the general area. There is no need here to dwell on the need of fresh, clean air and a moral environment. The site is most useful when the frontage is at least 700 to 800 feet, with eastern exposure. Western exposure is the next most valuable, while north and south exposures are liable to call for a distortion of the plan and additional building area, if good room exposures are maintained. Ten acres is regarded as minimum for legitimate junior high school development. Schools of 1,000 to 1,800 capacity can be put on eight acres, but this is definitely at the expense of building "set back" and legitimate

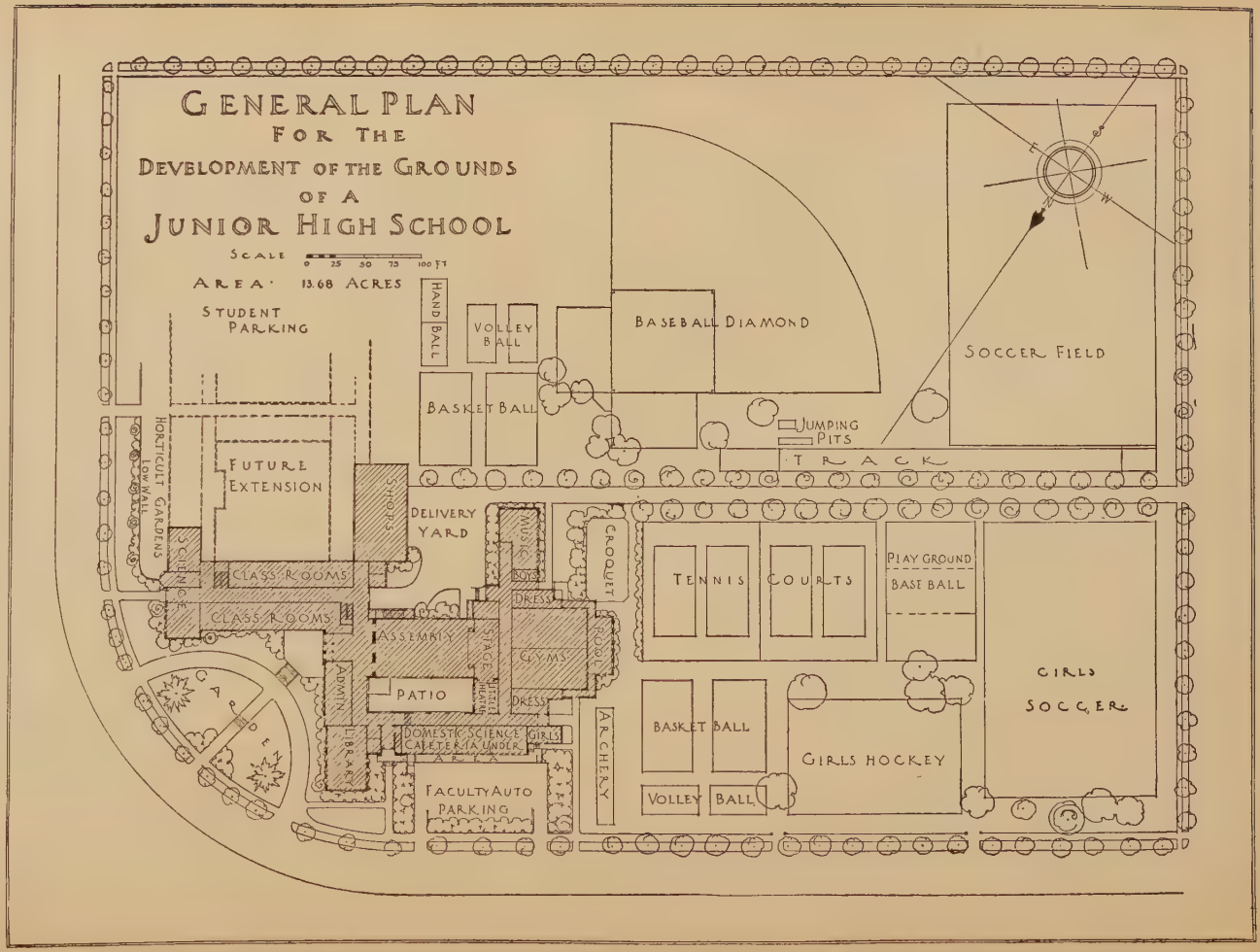
play areas. Sites of twelve and fifteen acres are in common use, and desirable. Where the contour is rolling or hilly, acreage is not always a true index to usefulness. In many cases it is advisable to build on the uneven areas of such sites, preserving the level expanses for play.

Roads, walks, and gardens.—Roads for delivery and service purposes should be definitely plotted on all preliminary sketches. Road service is needed to parking areas, engine room, and main receiving room and shops, and may be needed to agricultural or horticultural garden areas, gardeners' work yard, office and office storage area, domestic art, especially cooking, and library receiving-room or area.

Both roads and walks should be carefully graded, and constructed by contract, to definite specifications. Every junior high school will do well to employ a landscape architect for his expert advice in road plotting and building, and campus landscaping. A local gardener is not a landscape architect; he may be employed under the latter's leadership to do a great deal of the work of actual planting. Plate I (p. 14) illustrates the essentials of good placement, exposure, and circulation. In a general way, these may be stated as:

1. Adequate delivery service as listed above, with continuous circulation
2. Parking where the circulation in and out is good, areas secluded to preserve an artistic approach to the school, and class instruction left free from disturbance
3. Ample roads and walks that lead to and from natural egress and ingress points
4. Minimum garden areas, with a maximum of effect
5. Proper physical education areas
6. Possibly some social features such as picnic or lunch grounds or pavilions, rally courts or small open-air theaters, with bonfire pits, etc.
7. Horticultural or agricultural areas, hot houses, lath houses, or ponds for botanical or biological science uses

Play areas.—Most junior high schools do not play American football or engage in long-distance track events. For the


GENERAL PLAN
FOR THE
DEVELOPMENT OF THE GROUNDS
OF A
JUNIOR HIGH SCHOOL
SCALE 0 25 50 75 100 FT
AREA 13.68 ACRES
STUDENT PARKING
HAND BALL
VOLLEY BALL
BASKET BALL
BASEBALL DIAMOND
SOCCER FIELD
JUMPING PITS
TRACK
HORTICULT GARDENS
LOW WALL
FUTURE EXTENSION
SHOPS
DELIVERY YARD
SCIENCE
CLASS ROOMS
CLASS ROOMS
MUSIC
BOYS DRESS
CROQUET
ASSEMBLY
STAGE
GYMS
GIRLS DRESS
PATIO
ADMIN
LIBRARY
DOMESTIC SCIENCE
CAFETERIA UNDER
GIRLS
FACULTY AUTO PARKING
ARCHERY
TENNIS COURTS
PLAY GROUND
BASE BALL
BASKET BALL
VOLLEY BALL
GIRLS HOCKEY
GIRLS SOCCER

boys a full-sized baseball field, fitted for several playground ball fields, a soccer field, a 220-yard track, with vaulting and jumping pits, and out-door basket-ball, volley-ball, and hand-ball courts usually suffices. This will occupy four or five acres. Tennis courts should be furnished where they will be accessible to both sexes.

The girls' play area should contain a soccer field 150 by 240 feet, a hockey field 100 by 150 feet, basket-ball and volley-ball courts, and at least 10,000 square feet of free play area. Playground baseball can be played on the various areas. A straightaway track, or use of the boys' track, is desirable. This minimum area will require about two acres. These areas assume play room for each sex.

These play areas should be carefully graded, drained, and surfaced with rough "aggregate" topped with crushed shale, small rock mixed with clay, or stege waste. All junior high school play areas should be fenced adequately and provided with proper backstops. Storage for field apparatus is needed. Gates entering the play areas should be arranged at strategic points to accommodate pupil traffic, and at least one set of wide double gates should be planned to allow trucks to enter the school yards. The main toilets for each sex should be usable from the yard without having to enter the building proper, so that play activities may continue after school hours and on Saturdays and holidays without exposing an unsupervised building.

THE GROSS BUILDING COSTS

Junior high school building costs.—The most common type of construction used in California is Class C—masonry exterior walls, fireproof stairs, fireproof engine room, and exterior fireproofness of roof. Class B and Class D are also built. Square-foot costs for Class C construction vary from as low as $3.90 to as high as $5.80, according to the size, diversity, and elaborateness of housing furnished. The median cost is about $4.60 per square foot. Cost is not, in itself, any guaranty of value. Choice of appropriate materials is such a

guaranty, however, and we shall discuss briefly a few of the factors involved.

The value of materials.—Costs vary with localities. In some towns brick is cheapest, in others concrete. Cheap materials are seldom a good investment. They may deteriorate by weathering, dry-rot, disintegration, decay, expansion and contraction, building settlement, or earthquake racking. Climate affects this wear. Waterproofing, adequate heat, and careful ventilation must be assured in cold, damp climates. Stucco, soft brick, and wood wear away in hot sandy locations subject to windstorms. Desert heat and winter snow will warp, rack, and distort wooden buildings, causing leaks, destroying the fibrous strength of the wood, disintegrating paint and varnish, and interfering with the mechanics of doors and window hangers. Materials therefore must be selected to fit climatic conditions.

Supervision of construction.—Supervision is essential to good construction. Paint, plaster, concrete, roofing, lumber, cement, etc., are all open to adulteration or substitution.

Cost is also related to the usability of materials. Smooth hardwall plaster is cheap but causes acoustical difficulties and is very hard to paint so as to prevent peeling. As far as acoustics are concerned we may lay down four general rules:

1. Noise is detrimental to educational processes.
2. Reverberation within the room can be avoided.
3. Transmission of sound by partitions can be minimized.
4. Quiet classroom exposures are a great help.

Cost and insurance rates.—A good class of construction will lessen insurance rates. The basic rate difference between insurance on Class D and Class C buildings in 1926 was 47 cents.[2] Fire risk is another factor of cost we need mention in passing only. When buildings burn, they must be replaced. Well-constructed buildings can burn in sections or compartments only, and can be replaced with minimum time and expense. Cheap buildings may be destroyed in entirety and demand rental of school facilities for a year or more at unrea-

[2] *Tariff Rate Book,* Cal. 3, April 12, 1926.

sonable cost in rent and educational interference. A Class C building seems most desirable for junior high schools with a moderate budget. This class of building is safe, fairly permanent, and sufficiently pliable to allow of future changes.

Form and cost.—Form is a basic factor affecting cost. As a building approaches a square, the ratio of the area to the exterior or surrounding walls increases. Double-loaded corridors (rooms on each side) help keep the plan in economic shape. One-story buildings with cloistered connections tend to alleviate the increased cost of exterior wall and extra foundation, roof, long service-pipe runs, etc., because the construction can be lightened. Exterior walls cost from two to three times as much as interior walls. One-story buildings are not well adapted to large schools. They call for longer intermission periods, make supervision difficult, and are expensive in site area.

Proportioning of functions.—There is little reliable data on the proportions of the junior high school buildings that should be devoted to various functions. The National Education Association's ratings[3] of: instruction, not less than 50 per cent; stairs and corridors, not over 20 per cent; administration, not over 16 per cent; construction, 10 per cent; vertical flue and ducts, not over 3 per cent; accessories, not over 10 per cent, are not reliable as a gauge of junior high school conditions in California. Our best plants, which we consider somewhat near ideal, approach these figures:[4] instruction, 60 per cent; stairs and corridors, 18 per cent; administration, 12 per cent; construction, flues, etc., 10 per cent.

Arrangement and safe circulation.—Space permits a list only of precautions under this topic:

1. Approaches are best when they approximate corridor floor levels.
2. Vestibules should be at least the width of halls, with the entire width of the front end in exit doors.

[3] *Report of Committee on School-house planning,* National Education Association, Washington, D.C., 1925.

[4] Computed by the Division of School Planning, Department of Education, from five selected junior high school plants.

3. Avoid corridor recesses and offsets.
4. Play area entrances should be separate from the public ones.
5. Entrances should be located where they serve stairways.
6. No school corridor should have less than two exits.
7. No classroom should be farther than one hundred lineal feet from a stair or exit.
8. Basement stairs are not a legitimate exit.

Corridors should be wide enough to accommodate pupil traffic without undue traffic regulation. For double-loaded corridors, the following schedule will be found useful:

Rooms Accommodated	Without Hall Lockers	Hall Lockers on One Side	Hall Lockers on Both Sides
	Ft. In.	Ft. In.	Ft. In.
2	7 6	8 6	9 6
4	8 0	9 0	10 0
6	9 0	10 0	11 0
8	10 0	11 0	12 0
10	10 6	11 6	12 6
12	11 0	12 0	13 0
14	11 6	12 6	13 6
16	12 0	13 0	14 0
18	12 6	13 6	14 6

Stairways should be fireproof. No modern junior high school should need a fire escape. Ramps are desirable but bulky to plan into the building. Stair or ramp widths should be about five feet, with hand rails each side, and with safety treads for stairs. One stairway should not be required to serve more than four 40-pupil classrooms. Junior high stair-risers should be from 6½ to 6¾ inches, with a tread of 12 to 12¾ inches.

HOUSING THE LIBERAL AND FINE ARTS

Standard classroom requirements.—The standard classroom has little place in the modern junior high school, except as its general requirements are applicable to the various rooms. The class size is usually limited to thirty-five or forty. The usual light standard is one-fifth the floor area, coming from a group of windows with sills about three feet or more above the floor, heads six to eight inches from the ceiling, and a front

set-back of from five to eight feet. The usual span is twenty-two or twenty-three feet, and the height is twelve feet. The awning type of window, with each sash equipped with unfilled translucent shades, on over-size rollers, pulling from the bottom upward, and guided by slots or wire, is in universal use. Direct steam heat is the most common form of heat, with window ventilation in most classrooms. The "ventilating" steam radiator, which is equipped with a small electrically driven fan of silent operation, is coming into vogue because of its adjustability to changing interior and exterior conditions.

Blackboard height is set at about thirty inches and slate is in common use because of its present reasonable cost. Next to slate a slating over a hard background that will not take thumb tacks is preferable. Wire racks or grooves to keep erasers out of the chalk dust are in common use. Wainscots of Keene's cement, wood, or hardwall plaster covered with canvas or "meritas" attempt to care for the inevitable wear. The room color scheme should be light, attractive, and harmonious. A drawer or club locker is often provided in many of the regular and special classrooms for the use of club and social activity groups.

The usual classroom has one entrance door at the front about three feet six inches wide, although some cities still cling to the obsolete Boston regulation of two three-foot doors to each room. A teacher's closet appears in all rooms, and a built-in or movable dictionary stand is essential under the supervised-study plan.

The specialization of rooms does not deny their use for other subjects; it often actually provides better facilities than a standard classroom. Thus, mathematics and foreign languages are easily interchangeable; English and social science are much alike; drawing will accommodate crafts or sewing; and choral rooms are particularly adapted to large group instruction, stereopticon lectures, class meetings, and the like.

Mathematics.—The seating in this room is usually stationary. A maximum of blackboard space is considered essential. A teacher's closet, a small auxiliary supply closet, about

three feet of bulletin board, and files for arithmetic practice cards, work cards, and tests are the usual appurtenances provided.

Language.—Next to mathematics, foreign language instruction demands the simplest provisions. It usually duplicates the mathematics room excepting for book-case shelving in the amount of sixteen to twenty running feet, with cupboard or drawer space additional.

English.—Blackboard in the English room is often cut down to thirty lineal feet, and a great deal of wall space put into bulletin board area. Under the supervised-study plan this room is in need of about forty lineal feet of reference-book shelving, and a good reference study table to seat at least six pupils at a time. Drawers for paper and supplies, sliding or hinged-front blackboards, mounted picture files, and theme files are also found. Chair desks are in vogue as ideal seating.

Social science.—In addition to the English room requirements, social science rooms can use running water and a zinc-lined project table. Chair desks or chairs and tables are the preferred types of seating. Map cases and adjustable map hangers are essential.

Art.—As art is a basis for entrance into numerous vocational fields, as well as a subject of great cultural possibilities, it assumes an important rôle in junior high school. The preferred exposure is north, and studio light is desirable, though not essential. Because of the possibility of studio light and the assurance of an ample amount, drawing rooms are often located on the second floor.

Art work in the junior high school allies itself to craft work and applies a great deal of its instruction in color and design to materials. For this reason wall benches, tables and chairs, running water, gas plates, an ironing board, adequate storage, etc., are desired. Such activities as basketry, weaving, clay modeling, carving, and stenciling, block printing, resist work, art sewing, poster work, costume design, art appreciation, interior decoration, pamphlet decoration and binding, etc., are commonly engaged in. The room should have:

1. Pupil work spaces, with minimum frontage of about two feet four inches, with a place for tools and supplies at the worker's right
2. Lockers for drawing board, portfolio of work, extra supplies, tools, paints, etc.
3. Visual instruction and display apparatus, such as blackboard, stationary bulletin-board space, multiple or sliding bulletin boards, mounted chart storage, storage for individual instruction cards, pamphlets, art books, reference books, and a stereopticon
4. A work room, or extra work space in the classroom; pupils can work here on individual projects. There should be room for at least six or eight pupils at this special space.
5. Storage for art supplies—paper and cardboard stock, models, books, etc., clay, craft supplies, etc.
6. Sink and gas stove, in the work room, never in the storeroom

In large schools the craft courses are sometimes taught in one room and those of an art nature in another. Under these circumstances the art room may provide for drawing and painting activities only. The stationary table or counter unit seating several pupils is preferred because it helps to maintain order. Chairs and easel stands are used, however.

Music.—Music is a second art of prime importance to the junior high school. It has direct vocational value and a decided avocational importance. Orchestra and band activities afford supreme opportunity to develop social and disciplinary values, and their cultural value is undisputed. Five major activities grow out of junior high school music:

1. Singing: choral, glee, and quartet
2. Instrumental music: band, orchestra, drum corps, etc.
3. Individual instrument playing
4. Listening or appreciation
5. Music history

The music department should be located with care, at the end of a wing or next to departments it cannot disturb. (See

Plates I and II.) It is desirable that it be close to the main auditorium stage and be available for after-school use without opening up the entire building. Adequate sound deadening should be used between the music rooms and the corridor, and between the several rooms.

Plate II is worth study for the location, arrangement, and grouping of music rooms, play rooms, dressing rooms, the stage, shop layout, domestic art quarters, and the administrative scheme.

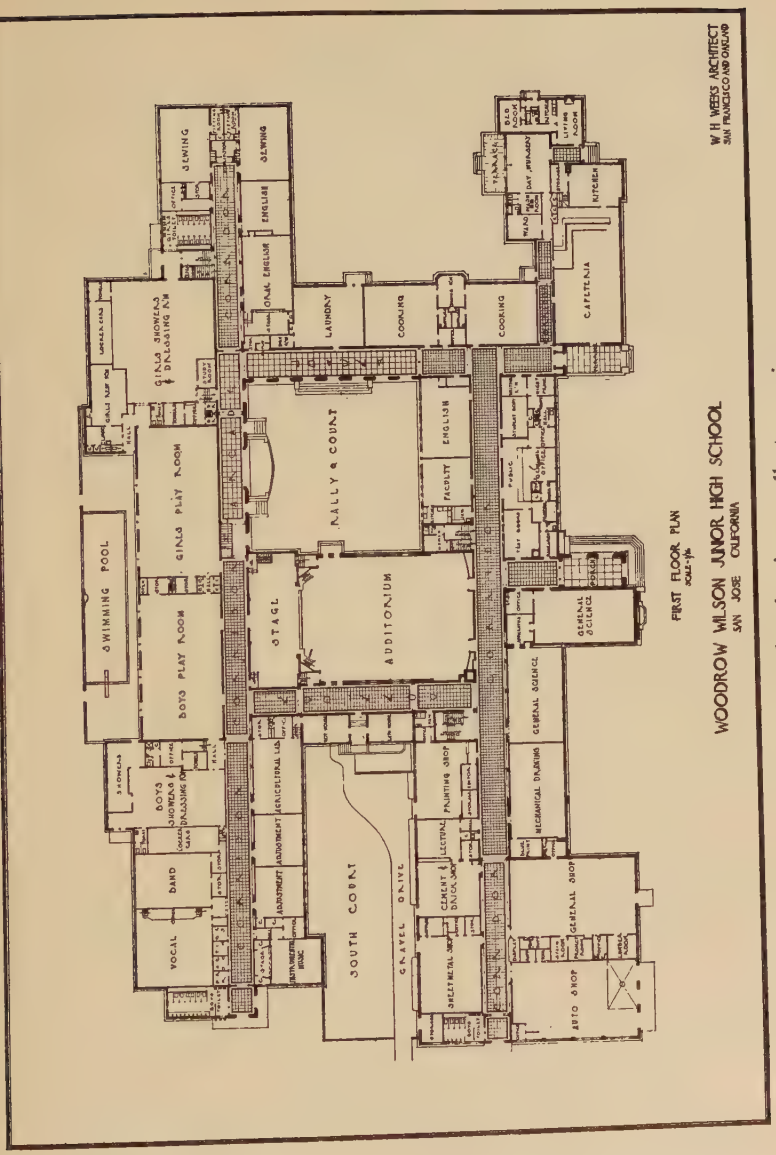
In small plants one room will have to serve for all the activities. Individual practice rooms and instrument storage rooms, however, should always be arranged for. The individual practice rooms may also serve as stage dressing rooms and thus effect some economy.

The choral room is usually arranged to seat half or all of the pupils going out to physical education. It should have tablet arm chairs, either stepped up, or level with a platform in front. Piano space and space for a victrola are essential. Near the victrola space should be a storage closet for the victrola and the school records. Cases for mimeographed songs, auxiliary texts, etc., should be supplied. A front blackboard ruled for music and a generous side-wall bulletin board complete a fairly usable layout. This room, because of its general usableness, is often equipped with a stereopticon.

The band room will require very heavy sound deadening, put on in a thoroughly scientific manner. It should have a twelve- or fourteen-foot ceiling with open rafter construction, in addition. This when treated acoustically allows enough room cubage and volume to permit band practice under ordinarily sane conditions. A small area with hard walls creates so much reverberation that music becomes noise, and no one can judge tonal qualities.

The band room should have storage for band instruments and orchestral instruments, and wardrobe storage for school suits and paraphernalia. About twenty feet of blackboard in front and a like amount of bulletin board is standard. In addition, cupboards with locked doors are needed for band and

PLATE II



A first-floor plan showing excellent grouping

orchestral music. All music rooms and music storage should be locked with cylinder type locks.

A school with an orchestra will desire a pit in the assembly room. This is often arranged to be covered over in a temporary manner to accommodate a large orchestra. A music instruction room for history, appreciation, glee, quartet practice, etc., is common in junior high schools. It usually has a level floor and tablet arm chair seats and is otherwise similar to the choral room just described. Practice rooms should be sound-deadened, acoustically usable, ventilated when the door is closed, and located to allow easy supervision.

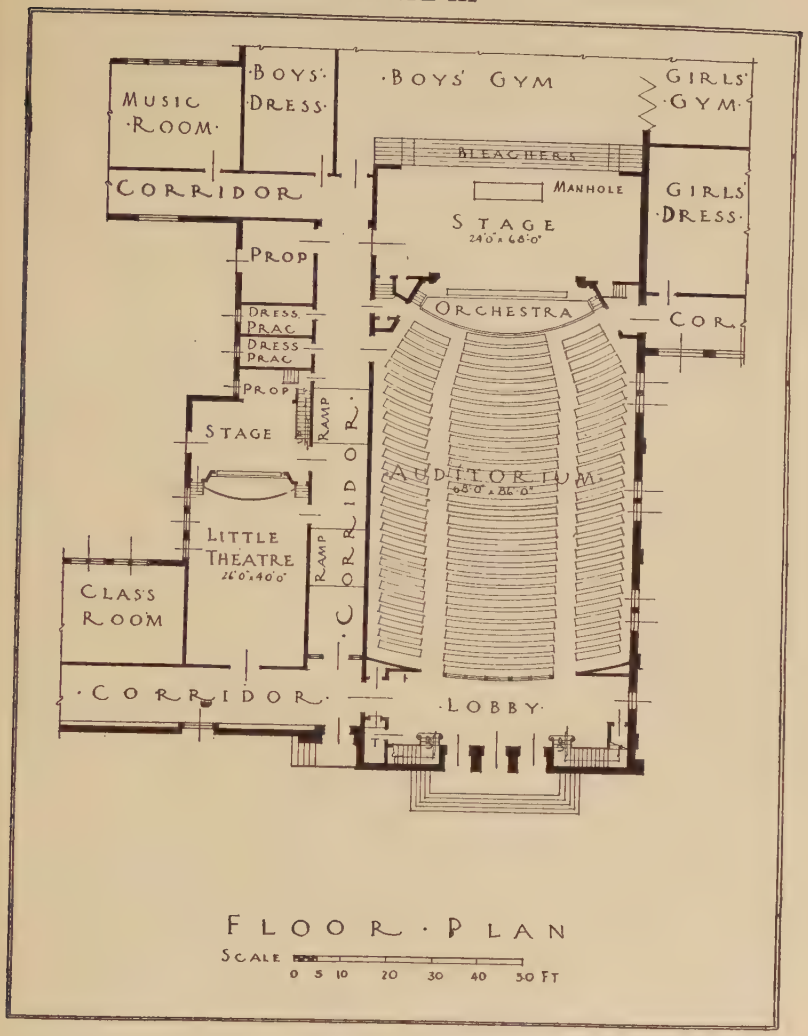
Speech arts.—Because one "learns to do by doing" the junior high school lays a great deal of stress on correct speech and speaking ability. Oral recitations, debates, dissertations, declamations, plays, and operas are vehicles for this training, and they in turn demand the following types of housing: an oral English or speech arts room (little theater); a well-developed stage and auditorium; a stagecraft room.

The last-mentioned room grows out of oral English needs but is often controlled in whole or in part by an art or manual arts teacher, although there is a growing tendency to let the speech arts activity handle its own craft work.

The oral English room usually seats two or more classes in tablet arm or opera chairs. The opera chair seating with folding tablet arms on every other seat is often preferred because it automatically takes care of class seating during examinations. The room should be equipped with a stereopticon, preferably housed in a rear closet, with dark shades in slots, and a small stage. In one or two schools this room has been arranged in juxtaposition to the main assembly stage, so it could use the property room, dressing rooms, and other equipment in common. Such an arrangement is shown in Plate III. The stage should be equipped with pull drapes, three-circuit footlights, floods, and a fair amount of head room.

The main auditorium should meet the requirements listed under discussion of that room. The stage may be widened and used as a craft room if: (*a*) there is a fireproof partition be-

PLATE III



A combination assembly room and little theater

tween, or (*b*) the little theater stage opens on the large stage by large doors and is usable for "off-stage" storage.

HOUSING SCIENCE AND PRE-VOCATIONAL EDUCATION

General science.—General and "civic" science is taught by the problem-project-topic method, and by the textbook-lecture-discussion method. The latter comes so far from the junior high school ideal that we shall ignore it, and the type of room it uses, in this discussion. The subject-matter of this course usually deals with elementary facts about air, water, food, clothing, heat, electricity, magnetism, light, environment, economic importance of plants and animals, conservation of natural resources, science and the improvement of life, communication and transportation, etc.

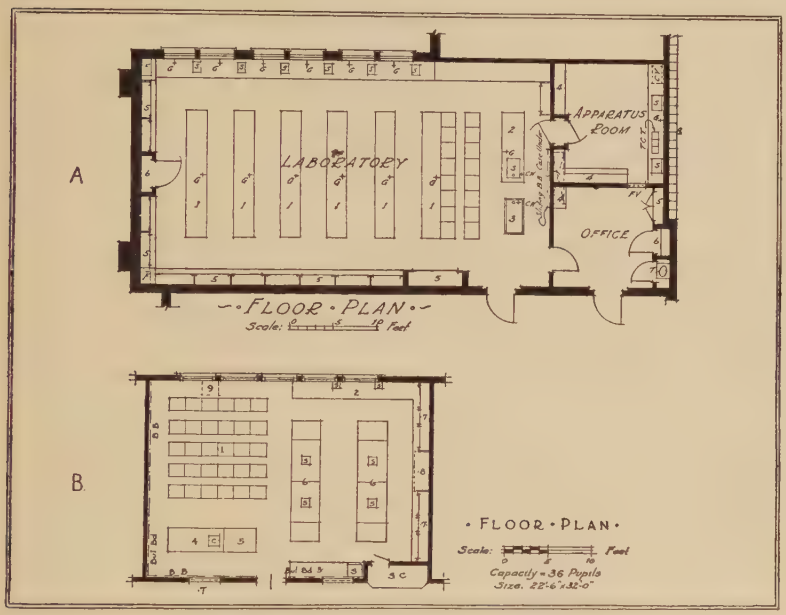
A spacious, well-lighted laboratory, with plenty of table space, demonstration or lecture space, water, gas, electricity, and supply storage, is the usual solution. Blackboard with an additional folding or sliding board in front is desirable. A good six feet of bulletin board will be usable for illustrations and clippings. A good-sized display case, which may front on the corridor, is needed to display the collections adolescent youth can be so easily inspired to make. This room should be equipped with dark shades, and, if the climate permits, a south exposure may be used to permit of plant experiments, aquaria, and simple experimentation with light beams. Great care should be taken to make this room usable for several types of science clubs, such as camera club, radio club, astrology club, electric club, etc. Plate IV illustrates two typical solutions. The large room (A) shows a typical layout with all pupils facing the front. There are sixteen tablet arm chairs in the front, so these and stools at the three front tables serve during demonstrations. Wall space and storage are amply adequate. A stereopticon closet in the rear, a display closet, a project table, a reference case, and a study table complete a well-conceived laboratory.

The smaller plan (B) shows a general science unit reduced to the absolute minimum. Its features are 30 arm chairs, 30 table work spaces, space for a stereopticon, bulletin and blackboard spaces, supplies in cases only, and a hall display case.

Commercial courses.—Commercial courses in junior high school are apt to consist of a junior business course and instruc-

tion in typing. Where the school is small, both may be taught in one room by using disappearing typewriter desks or desks with an offset in the top. The first costs the more but is desirable because the typewriters are out of sight and do not create a discipline problem in the bookkeeping classes.

PLATE IV



Two plans for a general science room

In bookkeeping rooms, special desks, table desks, and single-unit desks are in use. If table desks are solid and steady, there seems no occasion for separate ones. Pencil troughs and inkwells are common, although there are some junior courses that do not use ink. One drawer per unit is the usual requirement, as the work is either kept by the pupil or collected by the teacher. Standard files are often used by the teacher for filing. A convenient sink is desirable for washing hands, cleaning inkwells, etc. The front blackboard should be ruled for typical

accounting pages. A small bulletin board of about four feet is usable.

Typing rooms usually have a somewhat similar layout, with tables adjusted to typing needs. The furniture in both of these rooms should be made with variation in height of about 1 to 1⅓ inches to accommodate the various-sized pupils. Typing classes can easily use ten or twelve feet of bulletin board.

Shops.—There has been some conflict among junior high school authorities as to the relative values of "home mechanics" and shop courses designed for a maximum amount of exposure in various vocational fields. Both are in vogue, although the vocational exposure courses are favored in California practice. To the writer the "home mechanics" course is a sort of last futile gesture at training for a condition that does not exist in many families in these days of specialization. Most that is contained therein is taught in exposure courses, so we shall consider the shops developed with "tryout" or "exposure" values as the guiding feature.

Two kinds of shops have appeared to express the exposure idea—the general shop, well developed in Berkeley and some of our rural areas, and the shop group as developed in San Jose and Los Angeles. The arguments against the group of shops are: cost; too great specialization; pupils do not see work in other shops; projects are hampered because all the tools and supplies are not together. In favor of the group of shops we have the following arguments: equipment under one teacher's control and responsibility; a specialized teacher in a specialized shop; ease of control and organization; better shop layout; uninterrupted instruction; and better care and use of tools and machinery.

The general shop attempts to house all the activities in one large area or room. Some activities may be partitioned off by glass. A central storeroom is used. The arguments against it are: no one is responsible for tools and equipment since any instructor can alibi; the room is bulky and hard to supervise; tool loss and machinery damage are greater; distances are farther, noise, dirt, and dust of one department disturb instruc-

tion and damage materials; and the layout is difficult to make efficient. It is favored because it costs less to build, less to equip, since many tools do duty in several departments, and there is less furniture needed, since benches serve several uses. Pupils benefit by seeing other types of work under development; large projects requiring a diversity of materials and supplies are easy to handle; and pupils and teachers learn co-operative action.

Work included.—The courses commonly found in our junior high schools are home mechanics, elementary wood work, wood turning, cabinet making, auto mechanics, elementary machine shop, sheet metal, art metal, electricity, printing, and concrete and masonry work. Arts crafts and printing are largely "expressional" subjects.

Principles of shop planning.—Eight major principles should dictate the layout of a shop: convenient relationship of tools, supplies, work places, and machinery; good light and ventilation; ease of supervision; room or space for demonstration and lecture; good shop circulation; adequate storage space; washing and toilet facilities; and instructors' offices.

The tool room should be central. The various activities should be arranged in rotation. When there is no regular route machines or benches should be strategically located to accommodate several routings. Every function down to small operations should be indicated on the floor plans.

Ideal light may be had from saw-tooth construction, provided the light always comes from the north. Windows are suitable, but at least one-half the glass area should open. Window light over wall benches is desirable.

Alcoves or spaces partitioned off with solid boarding are undesirable. Such rooms as tool room, battery room, finishing room, etc., should be separated by wire or glass as conditions necessitate, to allow supervision. Some glass in entrance doors is desirable.

For demonstration purposes, a blackboard, a bench, and pupils' seats are needed. The natural pathways of pupils across the shop should be studied. Materials and supplies should be

located close to work areas. Pupil travel should be routed down aisles rather than across the room.

The group shop idea is shown in the Woodrow Wilson School plans (Plate I, page 14). A general shop teaching most of the subject-matter listed, excepting printing and arts crafts, is shown in Plate V.

Mechanical drawing.—Mechanical drawing as planned in the Woodrow Wilson School at San Jose furnishes work spaces for each pupil, together with the pupils' lockers, blackboard, bulletin board, teacher's desk, etc. Paper, tools, and the T-square are kept in drawer lockers—tools and ink in the front, paper in the rear, and the T-square on top of all in a rack. There are washing facilities and a store- and blue-print room. Plenty of storage for models of all kinds is mandatory.

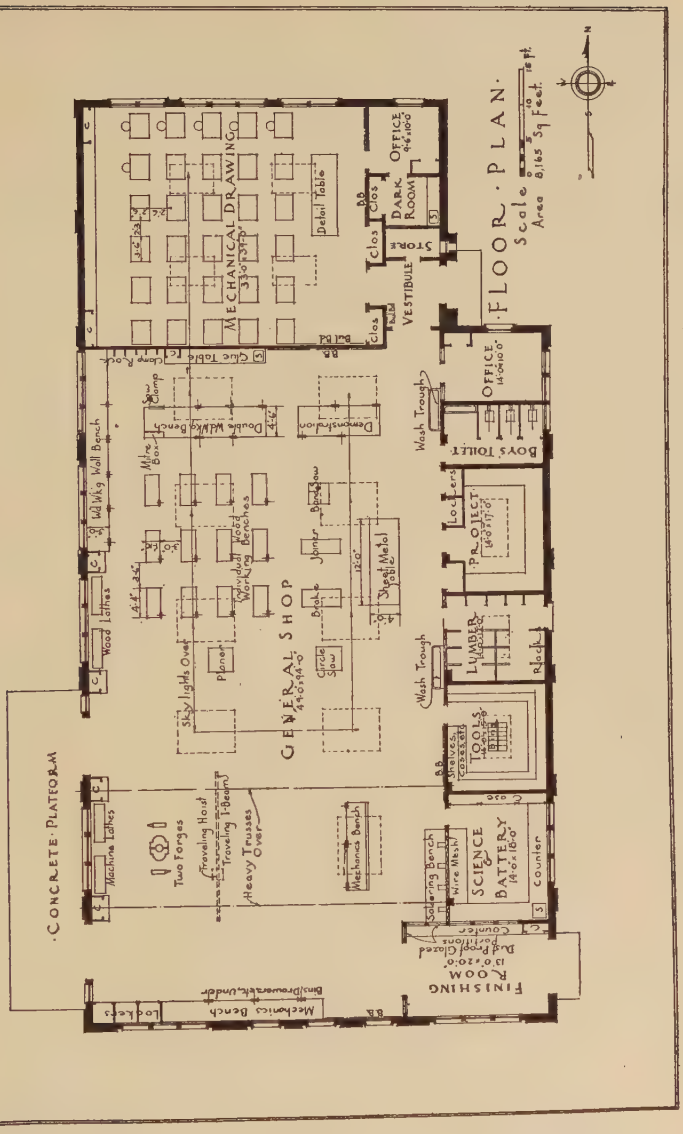
Girls' vocational activity exposure courses.—Courses for girls other than those leading to college are expressed in the commercial art, arts crafts, and home activities rooms. The last activity finds interpretation in such rooms as food laboratories and clothing laboratories, and rooms dealing with personal hygiene, costume design, and the like. Mostly, however, the sewing room serves these needs. Occasionally a school has a laundry room, and serving and quantity cookery are often taught in the cafeteria and its service rooms.

The layout for the cooking room at Woodrow Wilson School contemplates six table units with two students working on each side. There should be one gas range to every two students and one sink to every four students. The front ranges and the pupils' stoves are connected up to an exhaust fan. The plan used has a small exhaust hood between the two stoves; the hood, extending about eight inches beyond the stoves, is not intended to take all the fumes but merely to relieve the situation by carrying off enough volume to clear the air.

The ovens cannot be attached directly to this exhaust since it is liable to put out the flame.

The windows in the cooking room should be of awning type, preferably with sash opening out and shades as in the ordinary classroom. Windows should be screened inside.

PLATE V



Plan for a general shop in a junior high school

The usual floor covering is inlaid linoleum. Toe space is desirable around the tables if they are set on a tile base.

Each pupil is furnished with molding board, swing seat, and cutting board. Each pair of pupils have supply drawer, utensil drawer, linen shelf, and utility cupboard. Each table unit has one sink and a wall supply cupboard. Each class using the room has a 24-pupil apron and notebook locker, a towel dryer, refrigeration, a cooler, a pantry, a dining room, a storage closet, and a reference-book and supply case. The teacher has an office.

Sewing rooms.—The sewing rooms should be conveniently arranged with regard to lighting. The tables where pupils face one way only are desirable but not absolutely essential. Each pupil is furnished with three feet of sewing or work space and one locker drawer which pulls out of the locker tier and fits into a table receptacle. Each class has the use of fitting room, deep sink for dyeing and shrinking goods, gas plate, fitting mirrors, cutting space, ironing boards, sewing machines, blackboard, bulletin board, and reference and pattern case. The teacher has a demonstration table, desk, front blackboard, bulletin board, storeroom, office, and coat closet.

Horticulture.—Horticulture is taught in a few junior high schools. The pupil gets an introduction to plant life and actual practice in propagation, pruning, pest control, garden preparation, garden care, and the sale of products. Running water and bench space in the laboratory and a hot house, lath house, tool house, and garden are the main requisites. Space does not permit the publication of a plan.

LARGE SPECIAL UNITS

The Auditorium.—In junior high schools the auditorium will serve a diversity of interests and activities, briefly listed as:

1. Activities that aid administration—announcements, work organizing groups, student government activities, etc.
2. Social activities—school assemblies, rallies, entertainments, dramatics, class demonstrations, student government meetings, etc.

3. Educational activities—visual education, patriotic programs, lectures and talks, guidance programs, exhibitions, and most of the activities listed under 1 and 2.
4. School, community, public campaigns, drives, entertainments, lectures, movies, displays, graduations, etc.
5. Social or civic community work, not connected directly with the school.
6. Night school uses—as listed for day school and for large vocational course groups.

These activities may be re-interpreted as necessitating the following building provisions:

1. Adequate fire and circulation precautions, including regulations and precautions for fireproof curtain, fire flue on stage, fire proofness of stage, sprinkler system, garret fire stops, fire exits and signs, ample aisles, lobbies, etc.
2. Ample stage facilities for plays and operas, including stage at least twenty feet deep, with fly gallery, grid, and traps, three-circuit foot and flood lights on separate dimmers, stage spot plugs, spots on gallery front or in movie booth, orchestra pit, scenery intake and storage, costume storage, electric apparatus storage, dressing-rooms, convenient toilets, and stage workshop facilities.
3. Nearness to a place where refreshments can be served and an informal social meeting held.
4. Seating facilities that permit reserved seats, bright and dim house lighting, ticket booths, and hat-check rooms.
5. Arrangement that permits use of assembly, toilets, cloakrooms, etc., without exposing rest of school.
6. Full-rigged standard movie booth, reached by steps.
7. Good daylight, so that daytime programs can be held without the use of electric lights.
8. Quiet floor of good wearing quality, good acoustics, durable trim and wainscot, etc.
9. Artistic appearance.

The combination auditorium.—Several types of assembly rooms have been developed to meet these needs. In very small schools we have the assembly-gymnasium type. This is

not ideal, but often necessary. Wood wainscots to at least twelve to sixteen feet high seem essential to take up wear in this room. Sometimes the stage of such rooms is arranged for class activities or music. Stringent necessity only should dictate such combination-room uses. Essentials to be observed are:

1. Ample balcony space, so that assembly meetings do not require the handling of a great number of chairs.
2. Acoustical treatment of ceiling and upper wall areas.
3. Where stage is used for instruction, use heavy velour curtains and insulated accordion doors.

Sometimes balconies in auditoriums are closed off by accordion doors to make an extra lecture room. Where the opening is not too large, this idea has some value. The plan for a combination auditorium-gymnasium is shown in Plate VI. Gymnasium dressing-rooms, if properly located, can be made to serve the stage.

Gymnasium.—The gymnasium or play room must accommodate itself to the climate. Some schools in the temperate, southern coast climate furnish showers, storage, and dressing-rooms only, as the out-of-doors is usable most of the year.

In the northern areas, indoor gymnasiums must be used for five or six months of the school year. As this represents about two-thirds of the session, gymnasiums and programs must be planned to render a full physical education service.

Where play rooms for each sex are provided, a room about 40 by 60 feet or 35 by 70 feet is common. The emphasis is on play as contrasted to formal gymnasium work, or the development of semi-professional teams. Where one room, with a movable, dividing partition is used, the space is about 60 by 80 or 90 feet. The arguments in favor of two rooms are:

A gymnasium is assured each sex.

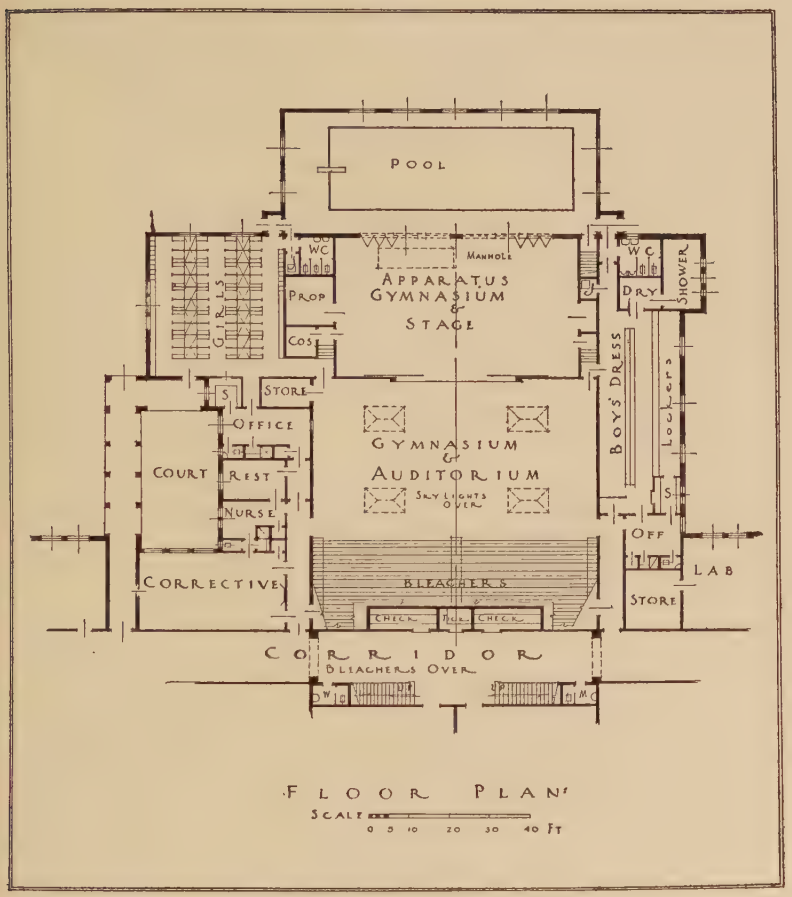
Two gymnasiums are available for night classes, extra-curricular activities, and social events.

There is no mechanical device operating separating partitions to get out of order.

Because of the small span, the cost is less.

Arguments for a large gymnasium with movable partition are: Crowds for dances, etc., can be accommodated on one floor.

PLATE VI



An assembly and gymnasium unit

Big crowds can be seated at basket-ball games, by using temporary bleachers around the edge of the floor.

The combined courts make a good indoor baseball court, the single ones being usable but a little small.

The essentials of junior high school gymnasium arrangement and equipment are:

1. *Adequate playing floor*
   - Wainscot for handball
   - Spring floor construction
   - Bolts cast into walls to take apparatus
   - Good light
   - Sashes adjustable for ventilation
   - Sashes protected
   - Good protected electric lights
   - Radiators recessed or above playing area
   - Adequate storage for floor apparatus
   - If needed, knock-down bleacher space and storage
2. *Dressing areas*
   - *Boys—*
     - To accommodate one-fifth the school
     - Ventilated lockers under supervision
     - Fixed dressing benches on drained floor
     - Showers, fixed heads, with maximum heat controlled by central mixer, with safe, sanitary type floor, sloped to adequate drains
     - One shower to every four to six boys
     - Minimum toilet conveniences: toilet to each forty boys, urinal to each thirty boys
     - Adequate wash trough
     - Clean and soiled towel storage
     - Supply storage
     - Entrance to gymnasium and exit to play area, both screened
     - Good light and ventilation
     - Janitor's service closet
   - *Girls—*
     - Same as boys, except:
     - Individual or small group dressing-rooms with shower compartments; shower to each two to four girls

Hair-dryer service, one outlet to each four to six girls
Mirrors with shelf under; mirror space for each four to six girls
Temporary first-aid couch
Toilets, one to each twenty to twenty-five girls

3. *Teachers' quarters*
   Office, with supervision of dressing area, and gymnasium also, if possible
   First-aid cot space, with first-aid cabinet
   Desk and file space
   Instructors' toilet, dressing and clothes closet, and shower

4. *Spectators' space*
   Bleachers on balconies with adequate exits, both ends
   Portable bleacher space, if needed
   Portable bleacher storage
   Adequate spectators' entrance

5. *Special exercise room*
   A room 20 × 30 feet will suffice
   Special apparatus should be racked on wall
   Exercise tables may be hinged to wall
   Posture mirrors essential
   Silhouettograph desirable
   One small store-room (about 4 × 6 feet)
   Toilet, urinal, and two showers
   (This room is useful as a visiting-team room also.)

6. *Clinic*
   May be located in gymnasium suite
   Waiting room
   Nurse's room—small laboratory, water and gas, good light, eye charts
   Two dressing-rooms
   Girls' rest room
   Boys' rest room
   An area where sun baths may be taken is desirable
   Toilet and lavatory facilities, and possibly a bath

Swimming pool. — (Not always essential.) There are three types of pools in use at the present time:

The outdoor pool
The "unit" or "pavilion" pool
The "built-in" pool

The first two types are usually satisfactory in a general way. The third type is often crowded in under other major construction, so that it lacks suitable light or ventilation or both, or is restricted by other constructional dictates, or interfered with by supporting posts and piers.

The junior high school pool should be not less than 20 to 25 feet in width and 60 feet in length. It should be marked off on the bottom with black tile lines into five-foot swimming lanes. There should be eight or nine feet behind the springboard, and no less than four feet on any side or end. High-diving boards are best omitted.

Architects are just beginning to know how to treat the swimming pool architecturally. The frame over the pool should be simple and dignified in proportion. The walls may be colorful but sanitary. The ceiling and upper portion of the walls should be acoustically treated. Wood, except for the springboards, should be avoided. Iron and even galvanized iron should give way to bronze, copper, brass, or white metal.

Ventilation is an important factor. The room should be kept very close to 80 degrees. Radiators should be carefully recessed or indirect heat used. Re-circulation, at least part of the time, is entirely practical. For the comfort of the spectators, they should be kept as near floor level as possible and on the side. The temperature in high pool balconies is often very uncomfortable and the spectators' view partially impeded.

For sanitary reasons an efficient system of water circulation, filtration, and sterilization is essential. This is a technical job for an experienced engineer. Chemical sterilization is in favor because it is effective in destroying bacteria in the pool water as well as when circulated through the sterilizer. The violet ray, where circulation is perfect and water change fre-

quent, is considered ideal, since there is no chemical solution to affect the pupils' eyes. The medical profession does not regard the eye irritations of a normal chlorine solution as injurious. A flush spit trough and recessed steps and ladders avoid accidents and improve looks. A vacuum suction cleaner for "skimming" the water and cleaning the bottom and sides is desirable.

The gymnasium showers are usable for pool showers. Structurally the pool is a technical engineer's problem in which strength, waterproofness, and the permanency of the finish layer are the main considerations. Pools can be made with cement inside finish, but these require frequent cleaning, are not as sanitary as tile, and are much more liable to depreciation.

Cafeteria.—In small rural schools the cafeteria must often serve as a combination room. In large schools, considering its social possibilities, it may be regarded as a combination room, and for this reason it is well to separate food service from the dining area by doors, so that the dining area may be usable for classroom or social use without the disturbance of meal preparation or dishwashing. When used as a social unit the cafeteria equipment need not be exposed to meddlesome hands. For social needs the cafeteria is most conveniently located near the gymnasium and assembly hall, and should be planned en suite with domestic art.

In small rural schools the cooking laboratory often has to serve in whole or in part as a cafeteria kitchen. These combinations, however, must recognize all the functions described in the larger cafeterias, although they may be boiled down to minimum sizes and areas.

There is no way to estimate cafeteria needs except by school needs. Cafeteria patronage in junior high schools varies from 10 to 60 per cent of the student attendance. In large schools, three relays are commonly served. In computing dining-room areas, allow nine square feet per person. Long, rectangular tables are the most efficient seating. Round tables for four, five, or six are the most attractive seating but require twelve square feet per person.

Junior high school cafeterias should be designed to serve a relatively small selection of well-balanced foods to a large number of students in a very short period of time. The kitchen arrangement and the service-aisle accommodations are, therefore, important considerations. The tendency of the usual cafeteria engineer is to overequip school cafeterias, owing to the fact that he contemplates serving a large selection of food to the public. A minimum service, therefore, that is practical, compact, and efficient is the goal. The following outline touches on the most essential points of organization and arrangement for a cafeteria:

General layout
- Good, light, well-ventilated kitchen and dining areas
- Kitchen delivery door near cold storage and vegetable preparation space
- Service aisle or aisles designed to serve entire group in not more than twenty minutes
- All service moving ahead in continuous line without lines crossing
- Convenient connections between kitchen and serving-aisle areas
- Unobstructed "bus wagon" service from dining area to kitchen
- Cashier at end of serving aisles
- Exits from cafeteria separate from food-service entrances
- Dining room usable for other activities

Mechanics and materials
- Linoleum or tile floors preferred
- Washable walls
- Acoustically treated ceiling in dining room
- Sanitary base and toe-space in kitchen and along serving-aisle counters
- Mechanical ventilation in kitchen, bakery, and serving-aisle essential
- Mixers, peelers, beaters, etc., located in juxtaposition to the activities they serve and provided with electric service

Functional arrangement of rooms

The cold storage in the kitchen should be convenient to meat-preparation area, bakery, salad preparation, and dessert table.

Washing facilities are needed for the bakery, the kitchen pots and pans, and the dining-room dishes. The bus-wagon route from the dining area to the dish-washing area needs careful study.

Toilet and dressing space and lockers should be adjacent to the kitchen for each sex.

Pan, dish, supply, and cold storage is best when separated if necessary, and brought convenient to each specialized work area.

The relation of the range and cook table to food preparation and serving should be carefully thought out.

The serving area should be designed separate from the dining room, so it can be closed off by doors. The checkers stand and water service are best when not placed in the dining room.

Mobility in the dining-room seating can be had by using small tables which will fit together into various shapes and sizes.

Sewing, drawing, group meetings, etc., can readily be successfully provided for in the dining room if the need is anticipated and facilities are arranged accordingly.

Library.—No single factor in the junior high school is as important as the library. Here is the educator's most potent tool for ministering to individual differences. Our best schools approach this service in two fundamental ways. They are: (1) reference book service to each room; (2) ideal library service.

A majority of the junior high schools of today are on the sixty-minute supervised-study plan, with a recitation and a study period for each class. The division is usually twenty-five minutes for recitation and thirty-five for study. This necessitates study tables, reference and book cases, and book service to each classroom. In time and materials, labor, and room

use, the plan is expensive. Where teachers are properly trained and supervised, and library service is adequate, the plan approaches the ideal. Where library service lags, there is liable to be too much dependence on textbooks and a few stock references. A commodious building may become congested under the six-hour plan, and this is further complicated by the need to keep each teacher in her own room with the reference books she needs and for which she must be responsible.

The classroom under such a scheme needs: (1) ample book-case space, as heretofore indicated in each room; (2) space for reference books — dictionary and, in some rooms, atlas, encyclopedia, etc.; (3) study table to seat at least six pupils; (4) adequate library service to each room. The last item contemplates a continual service from the library to the classrooms, at least once or twice weekly, by means of book trucks or book troughs. This decentralization of the library keeps a great number of books "out" at all times, and is most exasperating to the library user. The vast number of books that must be duplicated will be apparent to the reader and the care that must be exercised in each classroom to prevent mutilation and thievery is an added burden on the teacher.

To summarize, so far as the library is concerned, the hour period will (1) demand extra library help; (2) demand room distribution machinery; (3) demand adequate book and reference shelving in each room; (4) increase book damage and loss; and (5) scatter book control into every room in the building. The scheme should be adopted by educators with a full realization of the administrative problems and costs involved. Its expression in the library is in the form of the following:

1. Plenty of book trucks and book-truck floor storage space
2. Book troughs for classroom deliveries, and trough storage
3. Sorting or gathering tables

The library itself should be arranged to seat from 10 to 15 per cent of the enrolment. Where the hour period is not

used, and a study-hall library is needed, it is well to arrange seating for about 20 per cent of the total group. The average load in schools using the eight-period program varies from 10 to 25 per cent and the maximum load from 17 to 45 per cent, the lower average and maximum loads being in the larger schools. Library use is very decidedly influenced by freak programs. In schools up to three hundred the author doubts the value or need of the hour program if the library-study hall is properly planned and personnelled.

The five essentials of a junior high school library are: (1) a trained librarian; (2) effective library organization; (3) a well-planned library; (4) adequate standard equipment; and (5) books.

The librarian should have professional training. Her business is to organize the library service so that books are easily available, things run automatically, and her leadership is available to pupils and teachers. When she is made textbook clerk, these ends are not encouraged.

Layout.—The typical junior high school library uses open stacks all about the room. Often the windows are located high up above the shelving. A small reserve-book area behind the charging counter is sometimes used. The charging counter should be in front of the door to the librarian's work room and office; the librarian's "consulting" desk should be near by, and both should be arranged to control the entrance and exit to the room. The typical furniture used is listed in the last section of this chapter. The library and study hall should be one, or connected rooms, as conditions warrant. The organization of the room as a cultural center should not be neglected. Ample wall bulletin for displays of prints, etc., display cases for collections, and the use of pictures, mottoes, statuary, etc., are all part of the library trimmings. A high-ceilinged room of real architectural merit in design, proportion, and color is desirable.

Great care should be given to quiet floors and ideal acoustics. Battleship and cork linoleum are common finishes, while rubber and cork tile are used when expenses permit. Hard-

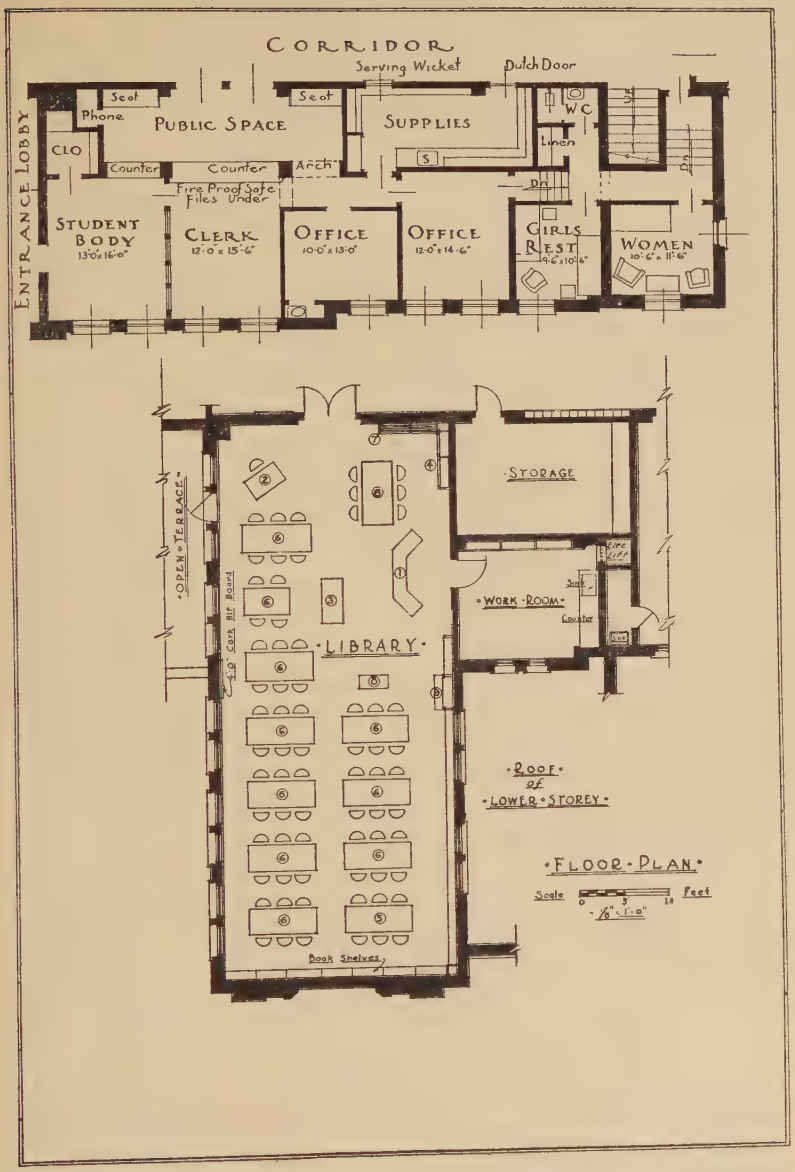
wood trim with a rubbed-down varnish finish is desirable. Ventilation and heat should be ideal. The walls should be sound-deadened to insure quiet in the room. A heat-insulated roof is necessary in most parts of California. Fireproofness, because of the value of the room contents, is a sensible precaution. Every library should be planned so that it may be enlarged by growing outward or into other room areas.

If the entrance is noisy, a vestibule is desirable. A good place for hats, coats, umbrellas, rubbers, and extra books is needed if the library is a separate building. Toilets for each sex are needed. The usual library has a central location, often on the second floor. The exposure should be quiet, and high unilateral light is desirable, though not imperative, since light from six to seven feet above the floor may come from two sides without being particularly objectionable.

In volume the light should equal one-fifth of the floor area; perhaps one-sixth in southern climes. No portion of the reading area should be more than twice the distance from the window tops to the floor, from the outside wall, and a preferable ratio would be 1½ to 1.

Artificial light, properly scattered, in artistic fixtures, guaranteed to bring eight-foot candles to the reader should be standard. Light circuits should run parallel to the room's long axis so that the inner side may be lighted when the outer area has normal intensity by daylight.

To school men who may be interested the state has a library score card available. The major items on the score are: general environment, library as related to public service rooms, internal relationships, future extensions, building type, adaptability of materials, natural light, exterior architecture, interior design, heat and ventilation, fire protection, cleaning, artificial light, electric service, water and gas, toilet facilities, functional areas and capacities, supervision and control, service, furniture. The score is accompanied by a pamphlet manual of standards and may be procured from the Division of Schoolhouse Planning, State of California, Sacramento, California. A typical library layout is shown as the lower plan of Plate VII. The "control"



Plans of an administrative suite and a library

desk or counter and the librarians' desks are near the entrances, and the furniture consists of a display case, glass bookcase, faculty table, students' tables, magazine display and storage, card catalogue, and reference case.

ADMINISTRATIVE STANDARDS AND HOUSING

What administration comprises.—The administration of a junior high school is usually divided into four major items:

1. The school and its relation to the system of which it is a part
2. The school and the public
3. The school and the pupils
4. The school and the faculty and other employees

The junior high school and the general school system.—Under this item the local board's rules will affect the size of supply and storage rooms, the size of standardized file cards used, and the type of telephone service; and often standards for every room in the building have been established and are insisted upon. Rigid standards are to be regretted, as they often dampen teaching ardor and original administrative ideas.

The school and the public.—For public convenience the administrative offices should be near the front entrance. There should be a spacious public space, executive offices as needed, with an opportunity for executives to handle interviews over the counter. A floor plan of a suggested administration suite is shown as the upper plan in Plate VII.

Public rooms such as the little theater and the assembly room should be arranged so that toilets are available and so that folding or sliding gates or doors shut off portions of the building not in use.

A mail box is convenient near a school, and a slot for package and mail delivery giving into a built-in container with a rear door is desirable.

The health clinic rooms should often be arranged for public as well as school use. Parking space for one-tenth of the student body is a desirable precaution. Delivery roads and doors as listed in division "C" are mandatory to good administration.

The school and the pupils.—Three phases of this topic demand careful consideration—the pupil and administration, pupil conveniences, and plant supervision and inspection.

The pupil and administration.—The administrative contacts with the pupil when he registers, when he is tardy or absent, when special conditions arise, through student government, guidance, measurement, health programs, etc., must be carefully planned. In small schools one public space, under the supervision of a clerk, may connect all these executive offices. In larger schools, the clinic often moves into quarters in physical education, and attendance may need special quarters.

The principal's office usually needs desk, study table, book case, file case, coat closet, three or more chairs, and often a large bulletin board for a map of the district, or significant charts or graphs. A men teachers' toilet, and a women teachers' toilet, convenient to the general executive area, is coming into vogue to replace the fixture which formerly opened off the principal's office with embarrassing intimacy.

An office for the school counselor with work table space for several people and adequate record and supply files and cases is commonly found. Often the principal or vice-principal acts as counselor.

The clerk's area usually serves these executive offices and faces the public space with a counter. The counter often contains general information data, attendance files, office supplies, etc. Convenient to this counter and the public, and inter-phone system, the clerk usually sits at a double-pedestal typing desk. She can thus attend to a variety of duties without getting up. A vault should open into this space, while the general supply, textbook storage, and mimeograph room adjoins. Here book-shelving to the ceiling in the amount of ten inches per pupil is needed. Wickets into the hall or public space are usable. A sink and gas plate are advisable, together with a general work table for mending texts and gathering mimeographed material. Cupboards for supplies, locked, are convenient. The time clock is best located in the clerk's space.

Quarters for the student government organization may well

become a part of this general administrative group. The activities are thus dignified and brought under supervision. Two or three executive's desks, a good work table, ample closet storage, bookcases, and files will help organize student activities on a business-like basis.

The minimum essentials for a clinic are waiting-room space, dressing-rooms, and an office with desk, examination table, dental chair, etc., arranged for testing eyes. This room should be served by a small coat closet and a laboratory closet or alcove, with a sanitary drain, hot and cold water, sink, electric or gas sterilizer, ventilation and light, and cupboard storage.

Near the clinic, rest rooms for both girls and boys are needed, where they are under supervision.

Pupil conveniences.—Conveniences in the way of toilets, lockers, waste cans, bicycle racks, towel service, etc., are needed. Toilet seats are being furnished in the ratio of one seat to every twenty-five girls, one seat to every forty boys. Urinals are needed one to twenty-five and lavatories one to forty-five or fifty. A main toilet for each sex near the gymnasium and play area is desirable. Emergency toilets in the gymnasium, on the second floor, or in remote parts of the building should be furnished.

Tile floors are in favor where they can be afforded. Likewise a coved tile base and wainscot. Polished marble or reinforced terrazzo or travertine are ideal for stalls. Patented steel stalls and doors are next in favor. Toilet stall bars should be securely fastened to the wall. Stall doors should be on spring or cam hinges, which hold doors open when not occupied. Boys' toilets are often provided without doors, at a saving in floor areas, since the stalls can be cut to four feet in depth. Partitions and doors should never be over five feet high. Toilets set back to back impede quick supervision. Arrangements should be such that all stalls and urinals can be seen from a single station point. Wall-hung toilets are preferable to the floor type. Utility chambers are standard. When finances permit, porcelain lavatories are worth the extra cost. The best grade of brass goods only should be acceptable as fixture trim. All fixtures

should be equipped with shut-offs. Urinal stalls should be served by an automatic flushing device. Key-socket spray regulators for each stall are practical. A step 6 inches high and 12 inches wide, pitched forward 1 inch is desirable for urinals. Where this is not used, floor may be drained to the urinal.

Cross ventilation is desirable in toilets, particularly in boys' toilets. Where cross ventilation is not possible, an exhaust near the floor on the inner wall is essential. High exhausts do not move the lower air strata where most of the odors are.

Drinking fountains are needed in the play areas and in the building. Founts to the number of one to every fifty pupils are adequate. The parabolic spray from under a cowl is considered the most sanitary type.

Bicycles are commonly kept in basements, sheds, or against the building. Often a locked court provides good housing and adequate protection. The standing rack is most common. The hook rack, which stands the bicycle on its hind wheel and hooks the front wheel into position, is the least expensive in room and cost.

Junior high schools use the locker almost exclusively. Half- and full-length built-in hall lockers are in vogue, as well as central cloak rooms with cubicle lockers for books. Dial locks are preferable to keys. If keys are used a suitable leaf or drawer key-racking system should be planned in the office. Club lockers are needed in the various rooms.

Concealed waste cans or waste chutes are usually provided, about one to every one hundred feet of hallway. Swing covered garbage cans are needed in strategic places outside.

Plant supervision and inspection.—The care and management of any school plant will be aided by compactness and simplification. Some of these features have already been mentioned. These are gathered together here with others to call the reader's attention to their importance. To aid building supervision schools should have:

1. Spacious halls without side obstructions or pockets
2. Outside light in halls
3. Halls with quiet floors

4. Halls quiet acoustically
5. Sanitary walls and trim throughout
6. Playgrounds arranged for ease of supervision
7. Toilets arranged for ease of inspection
8. A small pane of clear glass in all classroom doors
9. Girl's activities near together
10. Boys' activities near together
11. Administration offices gathered together

Provisions for faculty and employees.—Toilets for men and women teachers are needed. A small rest room for women is essential. A faculty conference room, not connected with toilets, is usable. A kitchen to serve this, or connection to cafeteria service is desirable. Lockers for men and women are sometimes provided in the faculty room. A locker in each classroom is essential. If the faculty room does not serve as a lunch room, a separate faculty lunching room or area should be planned.

A main janitor's receiving room connected to a driveway is necessary. A work bench, tool kit, toilet, and lavatory are useful here. A main storage room should adjoin. A stair, elevator, or lift should connect from here to the floor above.

Janitor's service closets near all main toilets and at other strategic places are needed. The usual equipment of shelf-space, wall-hanging space, and a slop-hopper is needed. An incinerator usable for building and yard trash should be built with the building. Some schools provide quarters for the head janitor on the grounds to insure supervision out of school hours.

In large plants, the engineer may need separate quarters with work bench and storage of heating and plumbing repair stock. Light in the engine room is desirable. The machinery is best installed in an orderly arrangement easy to oversee.

HEAT, VENTILATION, LIGHT, AND MECHANICS

Heat and ventilation.—California schools are commonly supplied with steam heat. Plenum and recirculating systems are usually found in the auditorium. Of these, the mushroom system is most effective. Classrooms, gymnasiums, and shops are

often heated and ventilated by unit heaters. These have a small, quiet motor which forces outside air, or recirculates room air, through a steam radiator. Thus the room is heated and ventilated. In the northern, inland areas, where heavy wintry snows are common, a steam circuit should be run around under the roof, so that this area may be heated and the snow "slipped." Access trenches should follow steam and plumbing lines all around under the building; these should be from four to five feet in clearance. The heating plant should be located on low ground, and every opportunity to insure a gravity return assured. A vacuum pump should speed up the return. Steam pipes should never be buried. When run under concrete floors, metal or wood insets should cover them in a concrete trench.

To insure ventilation without drafts, the usual standard of sixteen square feet per pupil, provided this nets one hundred and ninety-two cubic feet per child, is in favor.

Many systems of gas heat are in use. Most of these either "burn" the air, vitiate it with gas or combustion products, or are too costly to operate. Gas heat is usually installed as a cheap substitute for steam, hot water, or hot air. Much of the time about half enough radiation is used. In its present development the fixtures are dust-catchers and costly to operate.

Hot air, as a means of heating schools, has been practically abandoned. It is hard to extend as the school grows, and subject to variation with wind changes. Some schools, however, are successfully heated by this method.

Oil is the most common fuel in use. Even in mountainous areas, wood and coal are giving way to oil. The latter is clean; stored in a buried tank, it is not a fire risk and does not demand valuable basement storage area.

Gabled roofs may depend on natural air currents for ventilation. The garrets of hipped and flat roofs should be exhausted by mechanical devices, either automatic wind-operated or exhaust fans. Under-building ventilation and drainage are very important.

Light standards.—Standards of lighting demand one-fifth of the floor area, except that this may be reduced a little in

southern climates. Unilateral light, with sash grouped on the room's long axis, sills not lower than three feet, and a front set-back of from five to eight feet is the common practice.

East, northeast, northwest, and sometimes southeast are acceptable lights. In the interior valleys, because of the heat and wind directions, north is often used. Some schools, notably the new school at Hanford, Kings County, are successfully using overhead light; a slant or saw-tooth skylight, facing north only, has been used in it.

Where windows are used, the awning-type sash is preferable. Shades on each sash, pulling upward in slots or wire guides, allow adjustment of light. The sash can be used as an awning without impairing ventilation. Where awning-type sashes cannot be afforded, double-hung sashes are next preferred. Casement sashes are not adjustable to school uses.

Artificial light in classrooms for night use should come from four to six outlets. Indirect-lighting units should prevent glare and deliver eight-foot candles to the reader.

Electrical service.—Electric service should come into the building through a fireproof, ventilated, transformer room. This will do away with ugly transformers on company poles. A main cut-out board in the engineer's quarters should control all circuits. Switch and fuse boxes in the halls should be of the metal double-door type with the fuse door locked.

Water.—Great care should be taken to get an adequate water supply. For a 1,500-pupil school a four-inch inlet is needed. Without adequate water supply, toilets will not flush during the peak load, and fires cannot be successfully combated. The school's main shut-off should be in the engine room, in front of all fixtures. Fire-hose circuits should come off the main line first and be separate from all other circuits.

JUNIOR HIGH SCHOOL EQUIPMENT

General types.—Since the junior high school attempts to minister to individual differences, the furniture used should be informal in general character. Stationary seats are frequently used in mathematics and foreign-language classes. Classes in

most other subjects use some form of the chair-desk or tables and chairs. If several sizes of seats are furnished, there is a tendency to minimize the need of individually adjustable seats. The tablet-armchair seems to be in use only in connection with shop or laboratory special lecture areas. The tendency is to include these lecture-study areas in each special room, because first, it allows the teacher to adjust activities within his own room, and second, it permits of the recitation-supervised-study plan.

The chair-desk is commonly used in English and social science. Tablet arms are found in music room, laboratories, and shop lecture spaces, and side chairs in connection with table or counter units are common in sewing, typing, bookkeeping, library, cafeteria, and sometimes in drawing, and crafts. Swinging stools or stool-chairs attached to a counter unit are common in general science, cooking, agriculture, and the like. Folding chairs or stools are most commonly in use in drawing rooms. The Vienna bent wood chair because of its light weight is preferable where chairs are used in girls' activities. Chairs selected for junior high school service should be extra well braced. Vienna chairs should have extra front leg bracing, and patented-metal lugs. Side chairs are best of oak, with full box seats, corner braced or equipped with the Wittliff adjustable brace.

Laboratory essentials.—A laboratory should be laid out much like a classroom. Blackboard for illustration and bulletin for display are essential. Tables or counters should have:

Toe space all around
Hardwood (maple) tops
Husky, durable construction
Heights adjusted to pupils' sizes
Pupils' locker space (if needed in locker)
Room storage, set-up, and demonstration space
Mechanical service: gas, water, and electricity
Storage for general supplies
Brass shoes on all legs
Attached seats (if preferred)

Acid-proof paint should be provided wherever acid is likely to be used.

Shop equipment.—There is an increasing tendency toward the informal, as opposed to the formal, arrangement in shops. This means more specially designed furniture. In general, the characteristics of shop furniture may be summarized as follows:

Benches.—Strong, husky, non-vibrating construction with lip and apron designed to take the apparatus liable to be used, such as: wood vise, metal vise, metal saw rack, saw file vise, bench stops, bench drill, etc. Tool troughs, depressed about one inch or more, are usually standard along the rear. Lockers or cupboards are usable under benches, provided they are set back far enough to be out of the way. Layout and demonstration benches may well contain supply cases or drawers.

Tool lockers.—Lockers should rack all tools of a kind together in such a fashion that similar tools appear in groups, and the absence of one tool is easily noticeable. Where cupboard lockers are used one locked compartment for special tools and tool parts is desirable. Tool rooms are best located near the center of the shop on one wall where they do not project into the room and interfere with supervision.

Machinery.—Machinery should be located with care, on a concrete base, and preferably with individual motor drive. Locked supply cases for machine parts are desirable near each machine, and most machines need an adjacent work or service bench.

Auditorium equipment.—Four major items will require attention: stage equipment, seating, darkening devices, and floor covering.

Stage.—Equipping a stage is a technical job. The rigging, lighting, and curtain-operating machinery should be laid out by an expert. A full-rigged stage is desirable.

Seating.—Stationary opera chairs are preferred for seating. These may have wood-upholstered seats. If wood, the back should be composed of at least five laminations. Seat action should be positive and quiet. Seats come in a variety of widths. Those narrower than twenty inches are of doubtful value. Hat racks under seats are convenient for public meetings, and fold-

ing tablet arms on every other seat for a few rows back are useful in giving examinations to a group larger than a standard classroom will hold.

Darkening device.—The simplest darkening device is of heavy-lined drapes attached to pull cords. This arrangement has the added advantage of artistic appearance. Dark shades in two or three sections, pulling in slots, are also in use, as well as shades in slots on each sash. The latter have the added value of serving as awnings when the sashes are opened if reversible sashes are used.

Floor covering.—The most common floor covering in assembly rooms is cork or battleship linoleum, which is usually used on the aisles only. Well-padded carpet is colorful, and also serviceable if the best grade, similar to the standard used in theater lobbies, is procured. Both linoleum and carpet should be laid by professional help.

Social rooms.—Social rooms should be furnished in an informal manner, and in the best of taste. Linoleum and "mission furniture" are usually to be avoided, as they tend to give the room an institutional appearance. Chairs or benches in waiting rooms should be comfortable.

Window shades are best made of cambric of the quality commonly known as "Luxor" or "Brenlin." They should be operated on Hartshorn oversized rollers and equipped with braided cord.

Library furniture.—Furniture for the library should be selected to meet four requirements: (1) durability; (2) quiet, efficient mechanism; (3) standardization; (4) artistic appearance.

Homemade library furniture should not be countenanced. Standard equipment manufactured by library furniture companies is essential to efficient use and wear. The usual 1,000-pupil junior high school will need:

1. Open wall bookshelving with space for from five to ten books per pupil
2. Reserve book stacks behind charging counter
3. Reference book shelves—for encyclopedia, dictionary, atlas, etc.

4. Magazine shelf storage
5. Bound-magazine shelving
6. Book and catalogue storage both in catalogue room or space, and in mending room or space
7. Glass door, locked case, for expensive books
8. Reading tables and chairs for both pupils and faculty
9. Repair and catalogue tables
10. Librarian's desk, office desk, consultation desk, charging desk, cash drawer, card file drawers, etc.
11. Display facilities for new books, collections, wall displays, hall and library bulletin space
12. Catalogue drawers
13. Mounted picture files
14. Book truck or trucks
15. Book troughs, storage and work space

CONCLUSION

A school building is something more than walls and roof. It is an expression of educational individuality and educational ideals. It should stroke the educational process just as the weight on a fly-wheel helps it to perfect its mechanical task.

The building of a new school should be a rejuvenating process. It entails research and evaluation. The task should envoke enthusiasm and conjure up new ideals.

The problems involved are technical and aesthetic as well as educational. Real architectural leadership is desired. Some help can be secured from the State Division of Schoolhouse Planning, but the main burden must fall on the architect and his school client.

III. ADMINISTRATIVE STAFF AND CLERICAL FORCE

BY C. A. ANDERSON[1]

A school may be run as an autocracy or as a democracy. The type of school that it will be is largely determined by the organization of the administrative staff. The proper functioning of the school depends upon it. To be a true-type junior high school there must be high ideals, definite objectives, and administrative guidance resulting in a high degree of co-operative and co-ordinated effort. The administrative staff constitutes necessary "overhead" expense, and the amount of that expense will depend upon the size of the school. It is poor economy to cut down the size of the clerical force and place the added burden on the teachers or the principal. It is the purpose of this chapter to outline in a general way what the administrative staff in a junior high school should be, taking into consideration the difference in needs of the large schools and the small ones.

The principal.—The principal[2] is the head of the school and he is equally necessary whether the school be large or small. He should not be a dictator or an arbitrary ruler but a leader who inspires, encourages, and points the way. If a school has the right kind of leadership it probably will have the right kind of followership. A good principal must be an efficient organizer who will get the teachers to rally to his support, who will constantly seek suggestions from the teachers, and who will seek to attain the desired objectives by co-operative effort. In the execution of his plans he will give a full degree of responsibility as well as a full share of credit to all of his assistants. The three main duties of the principal are organization, administration, and supervision. He must organize his school and get it going, he must administer it and see that it runs smoothly and

[1] Principal, Hamilton Junior High School, San Francisco, California.

[2] Further discussion of the relation of the principal to the teaching staff will be found in chapter iv, pp. 73–75.

efficiently, and he must constantly supervise all activities and evaluate the teaching that is being done.

The principal should carefully assign and apportion the duties and responsibilities of the members of his staff. It is essential to efficiency that there should be an appropriate division of labor and that the assignment of duties should be made to those who are especially qualified to perform them. The principal must learn to delegate details and routine matters to others or he will soon be overwhelmed by clerical labors. In the matter of relations with the public he will be the main representative of the school. He will usually handle the most serious cases of discipline. The principal sometimes feels that he should make out the daily program or schedule of classes because it is so important a task. In most of the large schools, however, this is done by the vice-principal. The principal must have time for conferences with pupils, teachers, parents, and the public in general. Space will not permit listing in detail the duties of a principal; but this point should be borne in mind: the principal must be free to lend his efforts wherever and whenever needed in the school in order to make things go, and he must have time to do constructive thinking and planning in the formulation of school policies.

Vice-principals.—The first assistants to the principal are given different titles in different schools: first and second vice-principals, girls' adviser and boys' adviser, dean of boys and dean of girls, boys' counselor and girls' counselor. Their duties vary even more than their titles. The large schools have two or more such assistants, while the smaller schools have one. If there are two, one is a man and one a woman; and if there is only one, the principal and the vice-principal are generally of opposite sexes for obvious reasons. If there is but one vice-principal his or her duties usually are to take charge of attendance problems, minor discipline cases, decisions not involving departure from policy, court of first appeal particularly for minor cases, enrolling and transferring of pupils; to be adviser to boys or girls as the case may be, and to substitute for the principal in his absence.

If there are two, the man vice-principal may be assigned boy-problem cases, supervision of boys' activities such as boys' league, assemblies, traffic, lockers, attendance, fire drills, and supervision of janitor service. The woman vice-principal may have girl problems, supervision of girls' activities such as girls' league, master program, enrolment and transfer of pupils, credits, home rooms, clubs and social affairs. Sometimes a good deal of the work in counseling and guidance and classification of pupils is turned over to the vice-principals. Generally the vice-principals have the responsibility of supervising all extra-curricular activities. In some instances the vice-principals are also assigned the duty of visiting classes and supervising instruction, although most principals feel that this should not be a function of the vice-principal but of the principal himself and the department heads.

Educational counselors.[3]—The work of counseling and guidance is handled in different ways. In some schools this work is done by a full-time teacher counselor; more generally the counselors teach half-time; in other cases the vice-principals have this work; sometimes it is done by grade sponsors; in some instances it is cared for by the home-room teacher during a lengthened home-room period. The duties of the counselor are to give tests; to study data and other accepted factors as bases of ability grouping; to assist in the classification and assignment of pupils; to advise with students regarding courses and their adaptability to these courses; to help pupils with daily programs of classes; to study failures and their significance; to work out problems of pupil adjustment; to advise with pupils leaving for senior high school or leaving to go to work and the part-time high school.

Librarian.—In some of the smaller schools the librarian is on a teacher basis devoting part time to the library. However, the librarian should devote full time to the library in the larger junior high schools if the work is to be done effectively. The duties of the librarian are to order books and magazines; to

[3] For full discussion of guidance in junior high schools see chapter ix, pp. 178–191.

receive, check, stamp, and catalogue new books and periodicals; to distribute library books to teachers in charge of various sections and classes; generally to supervise the library. In addition, the librarian handles the textbooks, ordering, receiving, checking, and distributing supplementary and state textbooks; checking and collecting all textbooks from teachers; collecting fines for lost or damaged books; making term inventories of textbooks. The librarian should make lists of recommended readings to assist pupils and teachers and should keep the school informed regarding worth-while books and magazine articles received at the library. In the junior high school we need to devote attention to teaching the pupil not only the method of procuring the library book but the method of using it. There must be a means of teacher follow-up in the library if it is to function effectively.

Secretaries and clerks.—In the larger schools there are several office clerks who handle the general office routine, clerical work, attendance, keeping of records, storeroom supplies, and school finances. In the smaller schools many of these duties are taken over by other helpers such as teachers during free periods and student helpers. It is poor economy to handicap a principal by paying him a salary to serve as principal and then to impose heavy clerical burdens upon him which could be handled as well by cheaper help. If a school is large enough to have several clerks, one would be secretary to the principal and handle the duties which usually go with such a position. Another clerk would probably have full charge of all attendance matters and attendance records. A third would have charge of the office records and reports. A fourth would have charge of office routine matters, including storeroom supplies, with the assistance of the janitor.

Attendance officer.—In some schools the attendance officer is a full-time official serving several schools and responsible to a central bureau of attendance. In other instances there are teacher attendance officers who teach part time and serve as attendance officers part time. The attendance officer works with the school attendance clerk and hunts up truants and visits

homes of pupils who are irregular in attendance without legal excuse following the cases through even to the juvenile court if necessary.

Opportunity teachers. — The opportunity teacher for coaching or giving additional help to pupils needing it is provided for in various ways. Sometimes there are remedial classes especially organized in certain subjects to take care of this situation. In other schools this teacher gives remedial work as needed in small groups or individually, the pupils being sent from regular classes to the coaching teacher for a few days or weeks until they are able to go back and continue with the regular class. Teachers of this kind are not provided for in the junior high school very generally, but there is ample evidence for the need of such teachers in the junior high schools just as in the elementary schools.

Teachers for home visitation.—Teachers employed especially to visit homes are rare in junior high schools. Not much is being done along this line, although many of the principals feel that there is need for such teachers. Part time is allowed a teacher occasionally for this work. The school nurse often serves in that capacity. It seems to be the prevailing idea that the home-room teacher should visit the homes of her pupils but that it should be done after school hours. This is expecting too much from a person who already has a heavy load.

School physician, dentist, and nurse.—The amount of health work that is done usually depends upon the size of the district or city. The work is very well organized in the larger centers. The health problems are in the care of the school nurse from the school or city health department. She provides for physical examinations by the doctor and the dentist, sees to it that the children receive the medical care they should have either at clinics or by family physicians, keeps the health records of the pupils on file, renders first aid, and visits sick pupils in their homes. Except in the very large schools the school nurse usually serves several schools and comes to each school a certain number of hours or days per week. Her usefulness can be greatly increased by giving her clerical assistance for the routine

work connected with recording physical examination data and making reports.

Heads of departments.—It is the function of the principal to supervise instruction but in the larger schools it is impossible for him to do so adequately without assistance. The best plan seems to be to have a chairman or head for each department to assist the principal. Sometimes this department head is appointed by the principal; occasionally the teachers of a certain subject or department elect their own chairman. Usually this person, who may be looked upon as a master teacher, gets added compensation for his services as department head or chairman. His duties are to visit classes and supervise instruction in his own department; to hold departmental meetings with his teachers; to report to the principal and make recommendations for his department; to prepare and revise courses of study; to examine and recommend textbooks; to assist in working out the program of classes for his department; to order or make out requisitions for supplies needed in his department. In some of the large schools there is a tendency to give the department head some administrative as well as supervisorial duties. He should be allowed time for this work. He may serve as a sort of sub-principal within his own department. Frequently the heads of departments constitute a sort of cabinet or advisory council to the principal. There are some educators who believe that a better plan would be to have a supervisor for each academic subject, and have these supervisors supervise all the teachers of that subject, English for example, in as many schools as time would permit. The plan would be to carry the idea of the special subject supervisors into the academic field. Another plan, now in use at Long Beach, California, is to have a director of teaching who devotes his entire time to the improvement of instruction.

Teacher treasurer.—Most schools have a teacher-treasurer to handle all school-activity funds. Sometimes it is done by the office secretary or clerk, sometimes by a teacher who is given time for it. This work is very important, it consists of much bookkeeping and detail work, and time must be allowed for it.

In most cases the treasurer must give an account to the board of education of all funds, and keep a ledger showing all receipts and expenditures. The final responsibility in this matter, however, rests upon the principal. In some instances a committee of teachers constitutes a budget committee to pass upon the various items of the budget, and a teacher auditing committee goes over the books of the treasurer each term.

Cafeteria manager.—As regards the school cafeteria, practice varies. In some instances it is managed by the home economics department, a teacher from that department being released a certain number of periods for this work. In other schools it is managed by outside workers employed by the principal. The following is a plan that is often followed. The cafeteria is equipped by the Board of Education, maintained by the school, conducted without profit to the school or expense to the Board of Education, general management of cafeterias being in the hands of a city-wide Board of Trustees. Food is served at a price that will pay the cost of operating and maintaining the cafeteria. Any surplus is to be expended for uses of the cafeteria. Where the cafeteria is for a single school it is in charge of a manager, assisted by paid women and student employees. The principal is responsible for the operation and maintenance of the cafeteria and has the final authority in the employment or discharge of all employees. The school treasurer or comptroller is in charge of the funds, bookkeeping, etc.

Home-room teacher.—Perhaps it would be well to mention the other members of the staff at this point in order to understand better the usual form of organization. The person who holds the key position in the teaching staff is the home-room teacher. She is an indispensable part of the school organization. She should, as a rule, stay with the same group throughout the school course if suited equally well to all levels. Certain teachers should be exempt from home-room duty because of temperamental peculiarities and lack of preparation and because of type of room or department involved. The home-room teacher is closest to the pupil, she gives him individual counsel

and guidance, and helps to offset the feeling of bewilderment which the new pupil has at going to a different teacher for each subject.

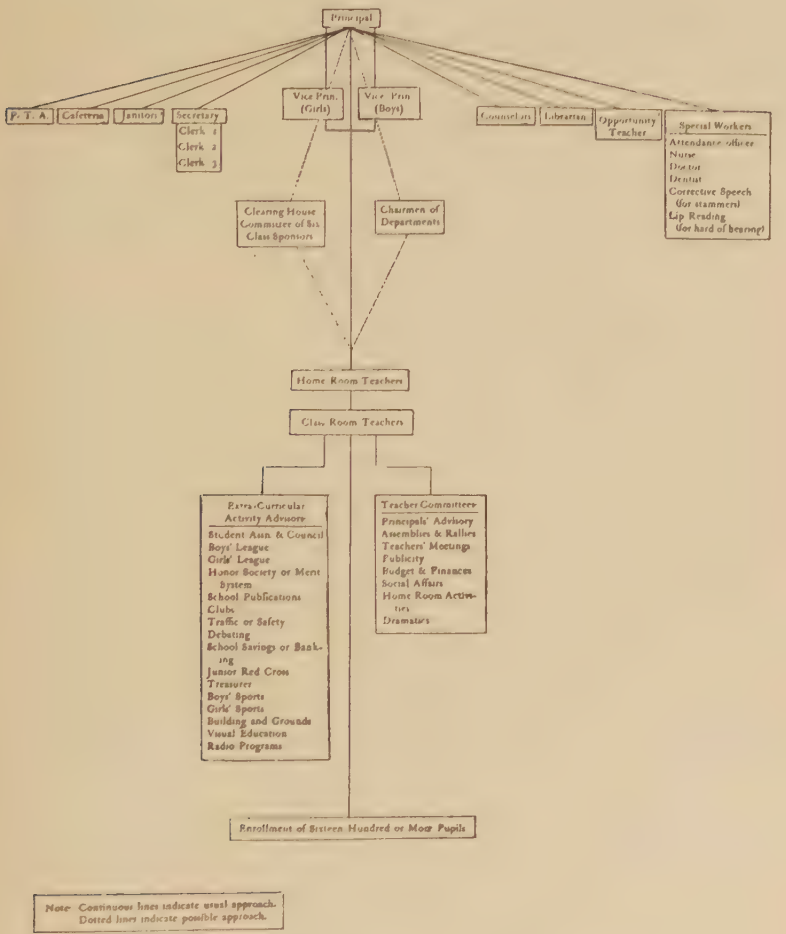
Sponsors.—Usually there are sponsors for each of the six half-years, low seventh to high ninth inclusive, who continue in this capacity throughout the six terms of the pupil's junior high school life. These sponsors handle matters of scholarship, conduct, program making, etc., and make recommendations and suggest plans for improvement. They are concerned primarily with the problems of organization and administration in each grade, while the department heads are concerned primarily with teaching problems arising in classroom instruction.

Teachers' committees and councils.—Some of the schools report long lists of teachers' committees and other schools report very few. There are some committees that will be appointed to work on a specific problem and when they have completed that work and submitted their report the committee is discharged. There are other committees, however, that will be standing committees and are necessary in most schools. The principal's advisory committee may be composed of the six class sponsors and the chairmen of departments as they touch the school at many points. This committee may serve as a sort of cabinet to the principal. The committee on teachers' meetings is very useful in some schools in helping the principal plan worth-while teachers' meetings. Thus these meetings become co-operative affairs, rather than "one man" proceedings. The other committees mentioned probably do not need explanation. Many other committees are found in different junior high schools which might be added to this list.

Types of administrative organization.—A chart is here given showing the possible organization of a large junior high school; modifications for a small school readily suggest themselves. The complete organization of the school, as diagrammed, shows the pupils distributed through a number of classroom teachers and a lesser number of home-room teachers. These classroom teachers co-operate with the six class sponsors for one purpose, and with the chairmen of departments for an-

other. They also co-operate, as do the committees, with the two vice-principals and with the principal, and through the principal with the superintendent and his assistants. In this way, it is possible in a large school to have many matters settled

CHART I



Administrative organization for a junior high school

without being brought to the attention of the principal, providing they are properly delegated and do not conflict with established administrative policies. However, the diagram shows that any teacher may, without offense, go directly to the principal or the superintendent, whenever necessary or seemingly desirable. This scheme of organization proves very effective in conserving the principal's time, thus giving him greater opportunity for assisting actively in supervision. On the left-hand side of the diagram is given the list of student activities for which there needs to be a teacher as adviser or sponsor. On the right-hand side is a partial list of teacher committees to help the principal carry on the work of the school; the list can readily be extended to include athletics, musical organizations, honor societies, publications, school banking, and so on. The titles will indicate the nature of the work in each case. The lists are not complete; they are merely suggestive.

Summary and conclusions.—In conclusion it may be repeated that the principal is the head of the administrative staff but that he works through his vice-principals, secretaries and clerks, counselors, departmental chairmen, grade sponsors, home-room teachers, teacher committees and councils, and also through student-association officers and committees. All of these assist the principal in carrying through the administrative program of the school. If the principal distributes the various duties and tasks wisely he will have a smoothly running organization and he will have time to look after the larger interests of the school. If he does not so plan the work, it will be very easy for him to be overwhelmed with a multiplicity of details. Routine matters which someone else could do as well or better will then take up all his energy and time. The size of the school determines the size of the administrative staff, of the clerical force, and also the manner of its organization; but the general plan of organization holds for a small school as well as for a large one. The difference is in degree rather than in kind.

IV. THE FACULTY

BY WILLIAM F. EWING[1]

Undoubtedly the most important asset of a school is its corps of teachers. Desirable as they may be, good buildings, ample grounds, and adequate equipment can never be the equivalent of good teachers. The careful selection and continual improvement of teachers places great responsibilities upon boards of education and superintendents of schools.

Leadership.—High quality educational leadership, good salaries, and frequent opportunities for promotion within the school or system are potent incentives for professional growth.

Qualifications for principalship.—The principal should be the outstanding teacher in his school. His qualifications should

include such items of personal equipment as high personal and social ideals, academic and professional preparation represented by a Baccalaureate and a Master's degree, good health and good health habits, a practice of continuing his professional preparation while in service; such knowledge and skill in business management as will lead to the presentation of adequate records of attendance and scholarship, of sound and thoroughgoing recommendations on methods of instruction, of economical use of public money, and of school buildings and equipment; such skill in constructive supervision of the teaching staff as will bring about the fullest co-operation in establishing the best possible conditions in which the learning activities of pupils may be carried on; such capacity for guidance in making proper adaptation of the subject-matter program of the school as to meet adequately the needs, interests, and capacity of pupils; such clear insight into ideal pupil-group relationships as will produce school citizenship of a high order through activities planned to develop physically strong, mentally alert, and morally sound young people; and such qualities of leadership as will insure participation in the best agencies for bettering the community.[2]

Selection of principals.—Salaries for junior high school principalships are sufficient now to attract men and women of

[1] Assistant Superintendent of Schools, in charge of secondary schools, Oakland, California.

[2] F. C. Touton and Alice Ball Struthers, *Junior High School Procedure* (Ginn & Company), p. 13.

outstanding ability, superior training, successful experience and unquestioned character. In the selection of a principal, school officials are justified in exercising the greatest possible discrimination. The teachers best trained for the junior high school principalships undoubtedly will come from junior high schools. They have had successful experience as junior high school classroom teachers, and, in addition to that, experience as counselors, teacher executives, deans, or vice-principals.

Remuneration.—The beginning salaries of junior high school principals range from $2,500 per annum upward. The maximum annual salaries are over $7,000.

In cities of the United States having 100,000 population or more the median annual salary for junior high school principals in 1928–29 was $4,330. In California thirty-seven junior high school principals each received $4,000 or more. New York City leads the nation with fifty-one principals each receiving $7,000 or more per year.[3]

Choice of teachers. — Next in importance to the wise choice of a principal, comes the selection of teachers. In the junior high schools, we probably have the most pliable and at the same time the most difficult age of youth. The early adolescent is often wiggly, giggly, and hard to understand, but also inquisitive, full of energy, and eager to learn. The need for the best teachers is obvious.

The most successful junior high school teachers thoroughly enjoy the junior-high age. They plan, work, and play with their pupils. They are willing to give attention to the individual child, even though he may be in the "Z" section and at times difficult to handle.

There are many influences today that are not positive or uplifting. We must therefore select teachers who by example and conduct inspire young people of junior high school age "to do better those worth-while things which they would do anyway," as Dr. Briggs so aptly phrases it. Such teachers have

[3] *Tabulation 1-A, Salaries Paid Teachers, Principals, and Certain Other School Employees, 1928–29,* Research Division, National Education Association, April 1929.

real character. They attract and interest young people, and at the same time command their respect.

Training and experience.—Teachers of academic subjects should be college graduates. Other teachers should have the equivalent of a college training in their respective fields. All teachers should have training in courses dealing with junior high school problems. Every junior high school teacher should have successful teaching experience either in a well-established training school for junior high school teachers or in the public schools.

As a separate unit in public education the junior high school is only twenty years old.[4] At first the great majority of teachers were taken from the seventh and eighth grades of the traditional grammar schools. Later special opportunities were offered teachers to prepare for junior high school work. The types of opportunities most frequently offered were: extension courses, lecture series, summer session courses, and regular college courses. In the best schools today, equal training and certification are required of junior and senior high school teachers. A few cities, though the number is rapidly increasing, in recognition of the services rendered have the same salary schedule for both junior and senior high school teachers.

Training in service.—There are at least two important reasons for the improvement of inexperienced teachers in service. In the first place complete training is impossible even in a good training school. Teachers are bound to meet new and unsolved problems in every new situation. The small rural or the larger city school presents new challenges. It usually takes a couple of years' experience before the best teachers become established in the profession. In the second place, teaching is a progressive occupation. Members of the profession must advance with it, or become comparatively inefficient. Up to now very few

[4] *The Fifth Yearbook, 1927, Department of Superintendence,* National Education Association, p. 26: "The cities generally cited as pioneers in the movement are Berkeley, California, and Columbus, Ohio, which established junior high schools during the school year 1909–1910, and Los Angeles, whose first junior high school was organized in 1911."

schools or systems have a satisfactory program for the training of inexperienced teachers or teachers new to the school. After a somewhat careful study of the problem Oakland is planning to provide a rather definite program of training for new and inexperienced teachers. Briefly the plan is this.

All inexperienced teachers will be placed under the supervision of a Director of Teacher Training, who planned the following program:

I. The Director of Teacher Training will:

1. Visit them during the first two weeks of each semester.
2. Provide for group meetings once a month for the first year.
3. Provide for personal interview with each teacher during the second month of each semester.
4. Remind principals of their responsibilities toward these teachers.
5. See that they obtain, if needed, conferences with their principals and with supervisors.
6. Obtain reports on each inexperienced teacher from principals at the end of first month.
7. Acquaint them with all supervisors' meetings which they should attend.
8. Acquaint them with extension courses in professional lines open to them.
9. File a special semester report on each inexperienced teacher each semester for the first two years, similar reports being filed by the principal concerned and the assistant superintendent in charge; these reports are not to replace regular reports on teachers.

II. In addition to the foregoing there will be a monthly group meeting, which will include checking upon the following items:

1. Acquaintance with their own school building, principal, teachers, custodian, P.T.A. officers.
2. The organization of the school with reference to plant operation, school rules, school policies, school program.
3. Acquaintance with the various units of the Oakland Public School System
   a) The administration building
   b) Names, location, and classification of the schools in the system, number of teachers and principals, and the phases of educational work carried on in each school
   c) Supervisory function, personnel, and fields of supervision, modes of supervision

4. Advantages for professional improvement open in:
   a) Universities, colleges
   b) Extension courses
   c) Courses by supervisors
   d) Conferences
   e) Teachers' meetings
   f) Reading
   g) Travel
5. Educational organizations which a teacher should support
6. Educational periodicals
7. Educational libraries, general and personal
8. Committee work
9. Co-operation with principal
10. Co-operation with teachers
11. Assumption of responsibilities
12. Improvement of personality
13. Reports and statistics

III. The special report card for the Director of Teacher Training provides for a two years' record:

1. The card provides a proper heading showing name of teacher, assignments for each semester, school from which she comes, date of graduation, previous experience, if any, when and where (including practice teaching), name and position of reporting official (principal, superintendent, assistant superintendent, director of teacher training), date of each report.
2. The card provides for a report each semester of characteristics and abilities essential to good teaching, including:
   a) Personal equipment
   b) Professional equipment
   c) Classroom effectiveness
   d) Standing with all concerned
3. The card likewise provides for a statement by the principal, assistant superintendents, and the director as to professional growth evidenced during year, including:
   a) Responsiveness to any course of training available
   b) Teachers' meetings as reported by the principal or by supervisors
   c) Extra-curricular work
   d) Extension or special courses attended
   e) Reading done
   f) Professional writing
4. Finally the card provides for a final rating by the superintendent of schools.

In addition to the assistance offered by the Director of Teacher Training, the superintendents and principal will endeavor to give inexperienced teachers any needed assistance in the improvement of their teaching.

Assignment.—The satisfactory assignment of teachers within a large school or system constitutes a difficult problem. School officials charged with the responsibility of teacher assignments, ought to know much about each teacher, his training, experience, peculiar interests, and personal characteristics. They must be well informed about the needs of the schools to which teachers will be assigned. Rarely, if ever, should teachers be assigned to teach subjects in which they have not had thorough training and a real interest.

Experience other than teaching.—Fortunately for the schools, quite a large number of junior high school teachers have had considerable experience in fields other than teaching. Types of experience are represented by the following: banking, secretarial service, public playgrounds, library work, nursing, social service work, summer camps, boy scout work, work in machine shops and other industrial establishments, saleswork, etc., etc. All these kinds of training, either before or after entering upon teaching, furnish valuable contacts and experiences for junior high school teachers.

Qualifications.—We have already indicated some of the general qualifications of junior high school teachers. Teachers of academic subjects should know the subject content of courses offered in their field in the senior high school and in junior college or lower division college courses; they ought to be fairly familiar with subject content in related fields. In order to be adequately prepared, junior high school teachers should have college majors or minors in the subjects taught by them. Teachers of academic subjects should have a Bachelor's degree at least. A year of graduate study, including at least a semester's practice teaching is desirable for those who teach ninth-grade subjects. Studies in education should include the following courses: Principles of junior high school education; the junior high school curriculum; educational psychology; school

counseling; growth and development of school children; educational tests and measurements; administration of secondary schools. Teachers should be chosen not only because they possess high scholastic training but because they are endowed with winning personalities.

The *Bulletin of Education,* of Flint, Michigan,[5] in a special Junior High School number urges these qualifications for junior high school teachers:

> In addition to the qualifications, scholarship, training, and successful experience, and the important phases of ability sought in all teachers—vitality, personality, social intelligence, professional spirit, control over method, leadership, executive ability, and adaptability—additional qualifications are required. . . . .
>
> This teacher must have a good knowledge of adolescent characteristics and really enjoy working with young people. He must have extra patience, extra sympathy, and a saving sense of humor. Because of the exploratory and guiding functions of the junior high school, this teacher must have a keen sense of the deeper meaning of life and life's relations, and definite training in educational diagnosis, prognosis, and guidance.
>
> During the junior high school age characters are often made or broken. It is a period marked by great growth of body and mind, a period of great promise, yet full of hidden dangers. Drill and discipline, while not neglected, must not be subordinated to an appeal to enthusiasm and to the emotions.

Selection.—While the selection of a principal demands most careful and thoughtful consideration on the part of school officials, the choice of teachers is scarcely less important. The methods employed vary greatly in different schools and systems. The Oakland plan has been in operation for more than a decade. Since it is an efficient and satisfactory method of procedure the details are here given:

> The most important duty which a superintendent of schools has to perform is the selection of the schools' personnel. All classroom positions are filled in Oakland by a definite system known as the Preferred List Plan.
>
> The Oakland Public Schools make two preferred lists each year—

[5] April 1925, Junior High School Number.

a preferred list of experienced teachers and a preferred list of inexperienced teachers. The preferred list of inexperienced teachers is used to fill one-third of the actual vacancies for the ensuing year, and is an expansion of the special nominee system which has been in effect in Oakland for several years. Each state teacher training institution submits the names of five outstanding members of its graduating class. These special nominees are placed on the preferred list of inexperienced teachers in the same manner in which the regular preferred list is made.

The preferred list of experienced teachers is made up from all applicants who care to apply for a position in Oakland and who have had two years' teaching experience.

The last date upon which an applicant may file for a regular position in the Oakland Public Schools for the ensuing school year is March 1. On March 1 the file is closed and all applicants for the preferred list are arranged alphabetically beginning with "Miss A" and ending with "Mr. Z." This alphabetical list of applicants, made up during the first few days of March each year, indicates the circuits or subjects for which the applicant is applying, and the kind of position applied for, whether kindergarten, elementary, junior high, or senior high. The blank carries also a place for four ratings—a rating of each of the three superintendents and a column for a final grade.

The file of each applicant contains one of the Oakland Public Schools application blanks recently filled out. This blank gives the name and address of the applicant and the place and date of his birth. The blank indicates his marital status, the credentials held by the applicant, and carries the names of all principals and superintendents with whom the applicant has worked during his entire school career. It also shows his entire educational and professional training from the elementary school through graduate work in the university, showing the name of the institution attended, the dates attended, the time attended, date of graduation, and major and minor subjects pursued. The blank shows the entire teaching experience of the applicant listed in chronological order, accounting for each school year since the applicant began teaching. It indicates the experience that the applicant has had other than teaching, showing the kind of work done and the amount of time given to such work.

The applicant's file contains a small, recent photograph of the applicant, a health certificate, and as many reference blanks as the applicant has principals, superintendents, and professional people listed on the application blank. The file also carries university or placement bureau recommendations, and any other information which the applicant wishes to submit.

The reference blank, which is sent by this office to each principal

and superintendent with whom the applicant has worked, asks specific questions concerning the applicant's ability to do classroom work. Each one filling out the reference blank is asked when the applicant worked with him, what position the applicant occupied, and what the official relation was between the applicant and the person filling out the reference blank. In addition to this, each person who fills out a blank is asked specifically to rate the applicant according to the Oakland marking plan on the following items:

Personality	Tact and sympathy
Scholarship	Culture and refinement
Standing with community	Self-control and poise
Standing with pupils	Taste in dress, personal appearance
Standing with teachers	Loyalty to cause and official duty
Skill as an instructor	Co-operation and helpfulness
Discipline	Social vision
Inspiring effect as teacher	Energy
Good "common sense"	Health and vigor

These reference blanks are all placed in the applicant's file.

About March 15 when the list of applicants is entirely made up alphabetically, each one of the three superintendents, working independently and separately, goes through each file, beginning with "Miss A" and ending with "Mr. Z," and gives each applicant a rating on the basis of everything that is in the applicant's file, including preparation, training, experience, and all of the reference blanks submitted by the people with whom the applicant has worked. After each one of the three superintendents has carefully rated each applicant and given a definite mark, the three superintendents meet and put their marks on a common rating sheet. If the three superintendents agree on the rating, an average mark is given. If there is any disagreement in the marks of the three superintendents who have worked separately and independently upon these applicants' files, the files are brought in again and gone through by the three superintendents together, and an average mark is determined upon after looking again at all the data in the file.

When this work is completed, every applicant from "Miss A" to "Mr. Z" is given a final average mark by the three superintendents. Those rating highest are then taken off by lists according to subjects or circuits applied for, and the folders of each one of these applicants listed by circuits or subjects are again gone through and the applicants are placed in the order of preference within the group.

When this has been done by all three superintendents meeting together, the list is submitted to the Board of Education by subjects and circuits, and when approved, the preferred list stands for the following school year, and all people coming into the system are taken from this

preferred list in the order in which they stand. For example, if there are three openings in senior high school English, the first opening goes to No. 1, the second to No. 2, and the third to No. 3 on the preferred list. If for any reason any of these three should not accept the appointment, No. 4 from the preferred list is called upon to fill the place, and so on through each one of the preferred list groups.

Oakland's Preferred List Plan for selecting the schools' personnel is a professional plan in which nothing is considered except the professional fitness of the applicant to perform the very skilled and important work of being a leader in the training and educating of Oakland's children.[6]

In rural schools or in small systems, the selection of teachers often devolves upon the principal or superintendent. Generally the appointment secretaries in teacher training institutions or such agencies co-operate in furnishing good teachers.

Pay and promotions.—Many schools have a regular salary schedule. Training, years of experience, and positions in the school or system are factors entering into the schedule. Teachers feel most contented where there is a definite salary schedule providing for automatic annual increases.

In cities of the United States having 100,000 population or more the median salary paid to junior high school teachers for 1928–29 was $2,348. In California cities in this class[7] the median was slightly higher, being $2,545. As has been stated before, an increasing number of large cities are placing junior high school teachers on the same salary schedule as senior high school teachers, provided they have equal training and experience. With such equal qualifications, there is every reason to pay as much in one school unit as in another. Good teachers are needed in the junior high schools and should be encouraged to remain in the field.

Promotions within the school system are then made from professional rather than from salary motives. Most teachers regard the work of counselors, deans, or attendance directors

[6] Quoted from an article by Superintendent Willard E. Givens, *Superintendent's Bulletin*, Oakland Public Schools, Vol. IX, No. 35, April 25, 1929.

[7] *Tabulations 1-A, Salaries Paid Teachers, Principals, and Certain Other Employees, 1928–29,* Research Division, National Education Association, April 1929.

as more desirable than full-time teaching positions. While these positions may not carry additional compensation, promotions to principalships are most frequently made from such positions.

The teaching load.—Practice in different cities seems to vary quite a little. Where schools have forty- to forty-five-minute class periods, the weekly teaching assignment is from thirty-five to forty periods. Schools having the hour period require from twenty-five to thirty periods a week. The normal teaching load is approximately thirty clock hours. Teachers who devote a part of their time to counseling pupils, doing attendance or other executive work, or supervising extra-curricular activities have a slightly lighter teaching load. This practice is justified on the basis of the need of such work by teachers of ability in these fields. A careful distribution of these duties seems desirable. General practice indicates that teachers are usually not released from classroom work to perform other school duties for more than about five hours per week.

The number of pupils per teacher is another factor in the teaching load. There is a rather wide range here, depending upon the type of work, age, and ability of pupils. With an average of about thirty to thirty-five pupils per class and five or six classes a day the normal load is approximately one hundred and fifty to two hundred pupils per day.

Since the junior high school does not require the same degree of specialized teaching as the senior high school, the teacher may be assigned to two or more subjects in as many pupil-ability groups. However, in making these assignments the principal should endeavor to assign only those subjects in which the teacher has had good training and manifests a real interest. The teacher should constantly show a greater interest in pupil progress than in subject-matter accomplishment.

Faculty organization.—In rural communities and small cities, the junior high school is usually a comparatively small school. The principal has the part-time assistance of one or more of his teachers from the staff. Duties assigned vary according to the abilities and interests of these teachers. Recent surveys indicate there are many large cities having junior high

schools each enrolling one thousand or more pupils. The advantages of the larger unit seem to outweigh the disadvantages, and the present tendencies are in the direction of the larger schools.

Administrative and supervisory staff.—For a junior high school of one thousand or more pupils, the administrative staff should include the principal, a dean of boys, and a dean of girls. Some of the largest schools have another officer known as the director of attendance.[8] In a brief chapter such as this we shall not attempt to define all the specific duties of each of these staff officers. In general, the principal is the chief administrative and supervisory teacher. His greatest responsibility is that of good classroom instruction. To this end, he must have his faculty well organized. He must know his teachers, their preparation, interests, and classroom problems. He must be able to recognize ability among his teachers and to capitalize it. He must be able and willing to delegate authority to members of his staff. The dean of boys is the adviser of boys. He often plans the daily schedule of classes, initiates requisitions, checks on classroom assignments, supervises the care of buildings and grounds, and oversees inter-school contests. The dean of girls is the adviser of girls. She is also director of the social activities of the school. The director of attendance has charge of all attendance problems. His work keeps him in contact with pupils, parents, and teachers.

Regular staff meetings should be held as frequently as necessary, with the principal as chairman.

Committees.—In the large junior high school the principal will have a number of good working committees. Unless there is work to be done by it he will studiously avoid the appointment of a committee. The principal should be a member ex officio of each committee and should meet with the members of the various committees whenever it seems desirable.

At the beginning of the school year the chairman of each committee should submit tentative plans for the year's work. At the close of the year each committee should file a carefully

[8] See chart giving administrative set-up for junior high schools, chapter iii, p. 65.

written report of the year's work. These reports should be read and studied by the principal in order to plan intelligently the work for the next school year.[9]

Faculty meetings.—The frequency of faculty meetings in different schools varies considerably. Current practice indicates a regular meeting each school month. In his faculty meetings the principal has an unusual opportunity to build up and maintain an *esprit de corps* among the members of his faculty.

Summary and conclusions.—The junior high school has reached a state of development which entitles it to teachers and principals especially prepared or trained for the junior high school field of work.

The salaries of junior high school principals range from $2,500 to $7,000 per year. This recognition of the educational value of the junior high school is attracting able men to leadership in this educational unit.

The junior high school teacher is being trained for his or her work up to at least graduation from a standard four-year college, either liberal arts or teachers college. Salaries are being advanced in many cities to equality with senior high school salaries, and equal training and experience are required.

Provisions are being made for adequate supervision and improvement in service. Directors of teacher training or directors of instruction are being provided by city school boards to direct and supervise this training.

Selection of teachers by a preferred list plan tends to eliminate political favoritism and to insure a high standard of preparation and teaching ability.

The normal teaching load for a junior high school teacher is about thirty clock hours per week, with from one hundred and fifty to two hundred different pupils per day in all classes.

For a junior high school of one thousand or over, the administrative staff should include a dean of boys, a dean of girls, an attendance clerk, and a director of counseling. There should also be appointed appropriate faculty committees to which certain administrative duties should be delegated.

[9] A list of faculty committees is given in chapter iii, pp. 64–65.

V. RECORDS AND REPORTS

BY HAROLD B. BROOKS[1]

The establishment of a well-organized system of recording and reporting constitutes one of the most vital issues in the administration of a junior high school. The necessity for increased efficiency in this work has developed because the guidance activities of the junior high school are continually reaching a wider range of the pupils' interests. The teacher needs the help made possible by carefully devised reports and records in order to give more effective instruction, guidance, and health direction. To meet adequately their responsibilities in helping their pupils the principal and the counselor must have available reports and records upon which they can rely with confidence. The chief aim, therefore, of this phase of junior high school procedure should be to promote the educational welfare of pupils, individually and collectively.

Purpose of chapter.—It is the concern of this chapter to present a classification of typical record and report forms collected from fourteen representative junior high schools in California; to show a few examples of these forms; to discuss the present trend with respect to records and reports; and to present objectives and guiding principles for pupil records.

Definition of terms.—A record is commonly defined as any information which has been secured and filed in some manner either for immediate use or for future use. On the other hand, a report is a second-hand experience described for someone other than the one to whom the experience was first-hand. Reports come in; records stay in.

Classification of typical forms.—The limits of this chapter make it impossible to present a complete classification of record and report forms. Only a few selected forms, therefore, of the thousand or more collected are listed and examples of these are shown. The forms represented are from three out-

[1] Principal, George Washington Elementary and Junior High School, Long Beach, California.

standing phases of junior high school administration: attendance, guidance, and health and physical education.

The typical forms collected may be classified as follows:

I. *Attendance*
- A. Reports
  - 1. To teacher
    - *a*) Excuse for absence and a readmission to class
    - *b*) Excuse from class for other work
    - *c*) Library permit
    - *d*) Noon permit
    - *e*) Permit to leave room for a portion of the period
    - *f*) Special permit to attend school in another district
    - *g*) Failure of teacher to report attendance
  - 2. To nurse or attendance officer
    - *a*) Notice of absence
  - 3. To parent and pupil
    - *a*) Notice of absence
    - *b*) Notice of tardiness
  - 4. To principal's office
    - *a*) Absence
    - *b*) Home visit
    - *c*) Child welfare
    - *d*) Physician's recommendation
  - 5. To superintendent's office
    - *a*) Pupil's change of address
    - *b*) Semi-monthly report of enrollment
    - *c*) Principal's monthly report of absence, tardiness, etc.
  - 6. To other schools
    - *a*) Transfers
- B. Records
  - 1. In principal's office
    - *a*) Parents' signature blank
    - *b*) Program card of pupil
    - *c*) Daily attendance
    - *d*) Noon permits
  - 2. In superintendent's office
    - *a*) Pupil's directory card

II. *Guidance*
- A. Reports
  - 1. To teacher
    - *a*) Pupil's change of program
    - *b*) Special report on class conduct
    - *c*) Counselor's report on interview with pupil

2. To parent and pupil
   a) Pupil's record at the present
   b) Unsatisfactory class work
   c) Suspension
   d) Semester trait rating
   e) Scholarship
3. To counselor
   a) Pupil's unsatisfactory class work
   b) Request for the study of a pupil
   c) Report from teacher regarding pupil's record at present
   d) Pupil's semester trait rating
4. To principal's office
   a) Permit to withdraw
   b) Scholarship and attendance
   c) Counselor's diary and work sheet
5. To other schools
   a) Transcript of record
   b) Research information
      i. Parent and pupil record
      ii. Pupil personnel

B. Records
1. In principal's office
   a) Registration of minors
   b) Pupil's elementary school personnel ledger sheet
   c) Pupil's program card
   d) Guidance information
   e) Counselor's class assignment of pupil
   f) Scholarship
   g) Pupil's junior and senior high school personnel ledger sheet

III. *Health and physical education*

A. Reports
1. To parent
   a) Nurse
   b) Nutrition
   c) Dental hygiene
   d) Physician
   e) Athletic achievement
2. To superintendent's office
   a) Contagious disease
   b) Serious accident

B. Records
1. In health and physical education office
   a) Medical inspection
   b) Health
   c) Nutrition
   d) Graphic wall charts
   e) Pupil's illness
   f) Athletic participation and tests
   g) Locker card
   h) Equipment card
   i) Squad leader

The following pages contain reproductions of some of the more representative forms selected from the foregoing outline. These forms are presented in order that principals and counselors may adapt and improve them for use in their own schools.

I. Attendance records and reports

The records and reports shown here have to do with absence, tardiness, and other aspects of attendance in the junior high school.

Absence Notice.—Notices to pupils and parents in regard to the rules for attendance are issued on this form. This is a return postal card with the name of the school on the reverse side.

ABSENCE NOTICE

Pupil .....

Absent .....

.....

Notice sent .....

Reply received .....

By mail.....

Phone .....

ABSENCE NOTICE

My Dear Date.....

This is to notify you that.....

was absent from school.....

Please indicate below the cause and probable length of absence and return the card at your earliest convenience or communicate with the Attendance Secretary by phone, 664-35. Names are dropped from class rolls after a limited number of days of absence. Should the pupil be unable to return, please have textbooks and other school property returned to the school.

.....Attendance Secretary

Reason for absence:

Probable date of return.....

.....Parent or Guardian

Absence Excuse.—In twelve of the fourteen junior high schools visited, a centralized attendance plan was in operation. The upper form (p. 84) shows an absence excuse and readmission slip which is issued to the pupil on his return to school. This form is devised to save clerical work wherever possible, the stub remaining in the office as a record of notice sent. The form is three by nine inches.

Absence Permit.—An absence permit is shown in the second form. This report is useful in determining whether a pupil's request to leave school is approved by his parents. The form is three by nine inches.

PUPIL'S NAME

Date of Absence	Excuse	Report

PERIODS

DAYS

	1	2	S	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											

ABSENCE EXCUSE RE-ADMISSION SLIP

PUPIL'S NAME Sec. No.

Has Permission to Re-enter Classes

Date of absence

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Periods absent | All Day | 1 | 2 | Sec. | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1. Illness
2. Illness in family
3. Inclement weather
4. Urgent Necessity
5. Office excuse
6. Excuse Tomorrow
7. Unsatisfactory

Excuse No.

Pupil .....

Date .....

Permitted to be absent from periods indicated below.

Period	Subject	Teacher

Reason:

ABSENCE PERMIT

Date.....

Pupil .....is permitted to be absent from periods indicated below subject to the approval of teachers.

Reason: Issued by.....

Directions: Before you leave have the permit signed by teachers of classes from which you will be absent. Have it signed by parent or guardian and file it when you return and secure a re-admission slip.

Period	Subject	Signature of Teacher

Approved..... Parent or Guardian

Tardy Notice.—This tardy notice is printed on a post card which is sent to the parents.

TARDY NOTICE	TARDY NOTICE
Pupil ..... Tardy .... Notice sent	My Dear ..... Date..... This is to notify you that ..... has been tardy to school ..... times. Under the ruling of the Board of Education ..... is liable to suspension after six tardies. Will you kindly confer with the vice-principal at the school at your earliest convenience. .....Attendance Secretary

Child Welfare Report.—Home visits are reported on blanks of this type. These investigations of child welfare have become an important part of the health guidance. The card is nine by five inches.

REQUEST FOR CHILD WELFARE FINDINGS AND DISPOSITION

School			Assigned to			
Name			Address			
Sex	Race	Religion	Birth Date	Age	Grade	
Parent			Address			
Parent			Address			
Phone			Reported by			

Dates	Reason for Request
	Welfare Findings and Disposition
	If Child is Handicapped, State Extent
	Signed_____ Supervisor of Attendance

DEPARTMENT OF COMPULSORY EDUCATION AND CHILD WELFARE

_____
Director

Noon Permit.—The supervision of pupils during the noon period is one of the difficult problems in the junior high school. this report is returned to the principal by the parents in regard to permission for the pupils to leave the school during the noon period. The original is on a card three by five inches.

DEAR PARENT OR GUARDIAN:

The school wishes to share with the home the responsibility of the care of the pupil from the time he leaves home until his return. The rule of the State Board of Education (Section VIa) provides for this and makes it our duty as the section referred to indicates:

"No pupil shall be permitted to leave the school at recess or at any other time before the regular hour for closing school, except in case of sickness or on previous written request of parent or guardian."

One of the important functions of the school is to train in "citizenship," and we feel that it is inconsistent for us to talk about "good citizenship" and then ignore the law in any respect. We have been requesting written requests from parents, but in a few cases the reason seems not to have been clear in the minds of parents, hence this explanation of our duty. To have our records uniform, we are attaching a form below which we will ask you to sign, if you desire your child to be excused from the school grounds during the noon hour:

NOON PERMIT

(For term ending: .....)

.....has my permission to leave the school grounds during the noon intermission, and I hereby release the school authorities from any blame for any physical or moral injury that may occur during this period.

.....
Parent or Guardian

.....
Address

.....
Telephone Number

A Cumulative Attendance Record.—The attendance record of the pupil during his eight semesters of the four-year junior high school is recorded on the attendance form shown on p. 87. On the reverse side space is provided for the pupil's program each semester. The blank is twelve by seven inches.

CUMULATIVE ATTENDANCE RECORD

(Front)

NAME

PARENT OR GUARDIAN	ADDRESS	ADDRESS	PHONE

SEMESTER YR. RM.				SEMESTER YR. RM.				SEMESTER YR RM.				SEMESTER YR. RM.			
PER.	SUBJECT	TEACHER	ROOM	PER.	SUBJECT	TEACHER	ROOM	PER.	SUBJECT	TEACHER	ROOM	PER.	SUBJECT	TEACHER	ROOM
1				1				1				1			
½				2				2				½			
3				3				3				3			
4				4				4				4			
5															

(Back)

1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
	TOTALS			PHONE	TOTALS		

GRADE AND GROUP	HOME ROOM NUMBER	ADDRESS	NAME (LAST NAME FIRST)

Doctor's Recommendation for School Attendance Exemption.—The school physician is now performing valuable service in school health work by reports of this character. The blank is nine by five inches.

DEPARTMENT OF COMPULSORY EDUCATION and CHILD WELFARE

DOCTOR'S RECOMMENDATION FOR SCHOOL ATTENDANCE EXEMPTION

Los Angeles, Calif.,.....193.....

To The Director, Child Welfare,
Los Angeles City Schools.

Being herewith advised that the Educational Rights Act according to Section 1, Paragraph 1, requires that certain exemptions may be made in cases of children suffering from physical or mental handicaps, I am herewith recommending that.....
who resides at.....who last attended
.....School and who was examined by me this day, be exempted from full-time day-school attendance because of the following physical or mental conditions:

.....

.....

Remarks: .....
He (or she) is (or is not) able to attend school a fraction of the school day not to exceed.....hours. This child should (or should not) receive some private instruction. I recommend a re-examination on..... I am also advised that this recommendation cannot carry beyond a ninety-day period from the date above.

Name .....
Address .....
Official capacity .....
Phone.....
Attention .....
Referred to:
..... Date .....

(This line for office use only)

See California Statutes, Act 7487. Sec. 1, Par. 1

(Please make in triplicate. Doctor to retain white copy, send other two to this office)

Transfer Report.—The completeness of the report on the opposite page is evidence that thorough "follow-up" work is done by some schools. The blank is eight by five inches.

FORM 1279
4M BK. 10-27

DEPARTMENT OF COMPULSORY EDUCATION AND CHILD WELFARE

LOS ANGELES CITY SCHOOLS, 325 CHAMBER OF COMMERCE BUILDING

TRIPLICATE NOTICE OF ADMISSION, TRANSFER AND CHILD ACCOUNTING

RETAIN AT THE SCHOOL MAKING THE REPORT

1

FAMILY NAME OF CHILD | GIVEN NAME | BORN MO.-DAY-YR. | AGE | BOY | GIRL | RACE | HAS CENSUS BEEN TAKEN?

OLD ADDRESS | NEW ADDRESS | PARENT OR GUARDIAN

2 ADMISSION OTHER THAN BY TRANSFER

SCHOOL LAST ATTENDED | DATE LEFT LAST SCHOOL

SCHOOL ADMITTING | DATE ADMITTED

GRADE | ADMISSION NO.

C.A. | SCORE

M.A. | I.Q.

REMARKS AND ICENTIFICATION

3 TRANSFER

SCHOOL ISSUING TRANSFER | DATE

NO. DAS. PRESENT CURRENT MO. | GRADE | TRANSFER NO.

SCHOOL TO WHICH TRANSFERRED OR DEPARTMENT TO WHICH

REFERRED FOR: WORK PERMIT - SOCIAL ADJUSTMENT

REMARKS AND IDENTIFICATION

SCHOOL TO WHICH ADMITTED | DATE ADMITTED

4 FINAL ACCOUNTING (DISCHARGE)—LOST—PROTRACTED ABSENCE—TO FILE DOCTOR'S CERTIFICATE WITH ABOVE DEPT.

SCHOOL LAST ATTENDED

DATE OF DISCHARGE - MO.-DAY-YR. | GRADE

REASON FOR DISCHARGE (BE SPECIFIC—

DO NOT SAY "NO REASON GIVEN")

SHOULD THIS CASE BE INVESTIGATED?

IDENTIFICATION AND DISCHARGE NO.

PRINCIPAL'S REQUEST FOR CHILD WELFARE FINDINGS AND DISPOSITION

5

SCHOOL | GRADE | SESSION | DATE | REASON FOR REQUEST

SIGNATURE

REPORT OF SUPERVISOR OF ATTENDANCE

SIGNATURE

SUPERVISOR OF ATTENDANCE | DATE

Daily Attendance Report.—Two different types of absence reports are in use. A number of schools use an individual absence slip for each pupil. In contrast to this the blank shown here is used twice a day for reporting the absentees from the home room and four periods. The attendance clerk uses these reports to prepare a composite attendance report which is copied to the permanent attendance record. This report enables the clerk to keep the attendance record up to date. The full form is three by five inches.

Period	ABSENCE SLIP Date. Tr.	
	Boys	Girls
H.R.		

Noon Permit Record.—The record of the pupil's permission at noon is kept on file in the vice-principal's office. This statement from the parents is helpful in enforcing the noon-hour regulations. The blank is nine by five inches.

NOON PERMIT

....

Last Name Given Name Home Room

....

Address Date

To the Parents:

In accordance with the instruction given by our Superintendent I am addressing this letter to you.

When children are permitted to wander at will through the streets during the lunch hour they encounter dangers and temptations that can be avoided by either remaining on the school grounds or by going directly home and returning promptly to school.

The regulations for each school provide for the pupil to eat at one of the following places:

1—School Cafeteria.....

2—Bring lunch.....

3—Go home.....

We do not wish to interfere with any of the rights of the parents nor of the children but we wish to help you to insure good deportment and safety on the part of all our pupils.

There is an excellent cafeteria at our school. The food is very good and is sold at a price just enough to cover expenses. An invitation is extended to you to visit our cafeteria.

Please sign your name after only one of the above numbers and return this letter to the teacher.

Any notation you wish to make may be written on the back and Signed.

Respectfully,

Principal

Transfer Blank.—Schools in the city where this blank is used require each transferred pupil to present this report before he is admitted to his new school.

TRANSFER BLANK

Name of pupil.....Grade.....
Transferred from .....School
Address from which pupil is moving.....
Transferred to.....School
Address to which pupil is moving.....

(Transfer *must not be granted until both old and new* address are furnished. New street addresses may be omitted only in case of removal from city.)

Cause of transfer.....
Date of transfer.....
Date enrolled this semester.....
How received—new enrollment.....Transfer.....
Number of days attendance since enrollment.....
Number times tardy.....
General character of deportment.....
General character of scholarship.....
Physical defects .....
Remarks .....
.....
..... Teacher .....Principal

Note:—Send enrollment card and monthly report card with transferred pupil.

Check here.....if other records are being transferred through the Research Department.

Parent's Signature Blank.—This record serves two purposes. It explains to the parents the acceptable reasons for absence and secures the signature of the only persons permitted to sign excuses for the pupil. The opportunity for forgery is reduced to the minimum because the pupil signs his own name on the line at the top in the presence of the home-room teacher.

SIGNATURE BLANK

Los Angeles, Cal.,.....193.....

To Parent or Guardian of.....

We hereby acknowledge receipt of the information that all excuses for the absence or tardiness of.....while a member of this school, shall contain one of the following reasons as cause for such absence or tardiness:

1. Sickness of Pupil. 2. Sickness in family.
3. Urgent cause, rendering attendance impossible.
4. To avoid exposure of health.

We further agree that all excuses shall be signed by one of us.

Father .....
Mother .....
or
Guardian .....
} Parent or Guardian

Pupil's Program Card.—This record is so arranged that in a school having forty-minute periods a space is provided for each teacher to sign. This cut shows the front side of the card only.

PUPIL'S PROGRAM CARD

Name..... Address..... Phone.....
(Last Name First)

Per.	M	T	W	T	F	Daily	Teachers	
R							M.	W.
1							T.	Th.
								F.
R							M.	W.
2							T.	Th.
								F.
R							M.	W.
3							T.	Th.
								F.
R							M.	W.
4							T.	Th.
								F.
R							M.	W.
5							T.	Th.
								F.

Report on Home Visit by Nurse.—In some schools the attendance clerk reports to the nurse all pupils who have been absent three days. The nurse then visits the home of these pupils and uses the report blank shown here. This report is useful in securing better attendance, and especially in determining pupils who are truant.

HOME-VISIT REPORT

Student..... Section.....

Address..... Phone.....

Parent or Guardian .....

Reasons for visit:

Absence Tardiness Illness Conduct

Remarks: .....

Reported by..... Date.....

Conditions responsible.....

.....

Co-operation secured.....

.....

Comment .....

.....

Visited by..... Date.....

II. *Counseling and Guidance Records and Reports*

The next set of forms shown are those which have to do with the counseling and guidance program of a junior high school. They cover reports to parents, rating scales, cumulative record cards, and other means of recording pupil achievement and progress in school work and character development.

Change of Program.—In guidance work it is sometimes necessary to change a pupil's program. A convenient form for this purpose is shown on the opposite page.

Name..... Date.....

CHANGE OF PROGRAM

Student..... Date.....193....

Reason .....

Subjects Drop			
Period	Subject	Teacher	Teachers' Signature
Club			
1			
2			
3			
4			
5			
6			
7			
8			

Subjects Take			
Period	Subjects	Teacher	Signature
Club			
1			
2			
3			
4			
5			
6			
7			
8			

Textbooks returned.....
Clerk

Approved .....
Vice-Principal

This change of program is not valid until returned to Vice-Principal by student

Unsatisfactory Report to Parents. — The fact that the teacher, counselor, and principal all sign this report might indicate that this phase of guidance was carefully done. The original form is three by five inches.

UNSATISFACTORY REPORT TO PARENTS

.....School

Pasadena, Calif.,.....

M.....

.....Address

I regret to have to inform you that.....

is doing unsatisfactory work in.....

Grade, Group, Subject

The trouble seems to be due to.....

.....

.....

An early conference with the teacher or counselor may bring about the desired results. Your co-operation will be appreciated.

Teacher..... Counselor..... Principal.....

Graphic Rating Scale.—A pupil's trait development is indicated on the report shown on the two following pages. The report is issued to the parents and also to the counselor. The report to parents appears on the reverse side of the scale. From these reports of the classroom teachers a composite trait rating is prepared. This general rating is recorded on the counselor's record. The blank is four by six inches.

GRAPHIC RATING SCALE

FOR HABITS, ATTITUDES, AND TRAITS

Name ..... Date.....
Last First Middle Semester Year

MINIMUM RATING — AVERAGE — MAXIMUM RATING

INDUSTRY

Works sporadically
Seldom completes work
Uses time injudiciously

Works regularly and on time
Habitually completes work
Makes judicious use of time

ACCURACY

Expresses ideas inaccurately
Does inexact work
Thinks indiscriminatingly

Expresses ideas accurately
Accomplishes exact work
Evaluates new ideas

INITIATIVE

Succumbs to difficulties
Shows little curiosity
Seldom starts anything new

Overcomes difficulties
Shows intellectual curiosity
Initiates undertakings

RELIABILITY

Neglects promises and obligations
Does not admit error when wrong
Is undependable in word and deed

Fulfills promises, obligations
Admits error when shown wrong
Is honest in word and deed

CO-OPERATION

Avoids worthy group activities
Seems unhappy in teamwork
Does not subordinate self

Participates in worthy group activities
Seems happy in teamwork
Subordinates self to the group

LEADERSHIP

Fails to secure support
Prefers plans made by others
Lessens enthusiasm of the group

Wins support for his cause
Plans for and directs others
Arouses enthusiasm in the group

PHYSICAL VITALITY

Avoids vigorous activities
Exhibits little endurance
Possesses physically weak personality

Active in vigorous activities
Exhibits endurance in continued effort
Possesses forceful personality

INSTRUCTIONS: Keeping the definition of the trait in mind, rate the student between "Minimum" and "Maximum" by placing a check (V) appropriately on the line. Try to locate the student according to his standing relative to the average for his age. The check may be placed anywhere on the line.

PERSON RATING..... SCHOOL.....

SEMESTER TRAIT RATING REPORT CARD

.....School

Name..... Section .....

Merit Credits..... Date.....

TRAIT	Lowest	Low	Average	High	Highest
Industry.....					
Accuracy.....					
Initiative.....					
Reliability.....					
Co-operation.....					
Leadership.....					
Physical Vitality.....					

The above is an average report of the student, a composite rating of six teachers. Parent please sign and return to home room teacher.

Remarks: .....

.....

.....
Student Counselor

.....
Parent

Any parent is invited to visit the counselor concerning this report.

School Report Card.—The form on p. 99 shows a school report card which is made in duplicate, one copy being retained by the office. The original is ten by three inches, the stub, which is shown above, being retained as the office record.

STUDENT GRADE REPORT—Office Copy

GRADES
- A—90–100 Recommending
- B—80– 90 Recommending
- C—70– 80 Satisfactorily passing
- D—Barely passing
- E—Failure
- Inc.—Incomplete

Report of Work of.....for

Semester beginning.....193...., ending.....193....

SUBJECT Indicate by Title and Numeral	Periods per Week	Units per Semester	GRADES First Quarter	Second Quarter	Semester
CITIZENSHIP					

A grade of B or better is required for college recommendation.

Entered..... .....
(Do not type) Teacher

Dropped..... Remarks:.....

Left ....

STUDENT GRADE REPORT

GRADES
- A—90–100 Recommending
- B—80– 90 Recommending
- C—70– 80 Satisfactorily passing
- D—Barely passing
- E—Failure.
- Inc.—Incomplete

Report of Work of.....for

Semester beginning.....193...., ending.....193....

SUBJECT Indicate by Title and Numeral	Periods per Week	Units per Semester	GRADES First Quarter	Second Quarter	Semester
CITIZENSHIP					

A grade of B or better is required for college recommendation.

Parent's Signature: .....
Teacher

.....

To be signed and returned to Recitation Teacher

Report of Unsatisfactory Work.—The teacher sends this report to the counselor in order that the help of the counselor may be secured in improving the pupil's class work.

REPORT OF UNSATISFACTORY WORK*

Name of Pupil..... Age.....
Last First

Subject..... Period..... I.Q.....
Grade

Difficulty .....

.....

Probable Cause.....

.....

Suggestion .....

.....

Date.....193..... .....Teacher

* Fill out completely and accurately in ink as this is a permanent record. Make definite statements. File with the counselor. Send a notice home through the office one week after the counselor's interview unless improvement in work is satisfactory.

Report of Pupil's Class Standing.—The counselor uses this report in effectively helping the pupil to improve his work.

SPECIAL EDUCATIONAL ADJUSTMENT CARD

.....does not seem to be doing $\frac{\text{his}}{\text{her}}$ best work in school. I want to follow up $\frac{\text{his}}{\text{her}}$ work continuously. Please fill in blanks as indicated.

Counselor

Subject Section	Teacher Signature	Grade of Work								

Research and Guidance Record.—This statement of the pupil's ability and trait rating is forwarded to the senior high school. The original form is six by four inches.

(*Front*)

RESEARCH AND GUIDANCE RECORD FOR JUNIOR HIGH SCHOOL PUPILS

Research Information

Last Name.....Grade 7B, 7A, 8B, 8A, 9B, 9A, H.S. Course.....
First Name.....Boy, Girl. Birth date.....Age.....Date.....
Address ..... Phone.....
BIQ MA CA Date..... GIQ MA CA Date.....
Attendance: regular, irregular. Reason: health, work, truancy, recreation.
Health: excellent, good, poor. Physical defects.....
Scholarship: very superior, superior, average, inferior, very inferior.
Characteristics: noticeably strong or lacking.
Extra-curricular activities: .....
Special accomplishments: .....
Counselor's notes: .....

(over)

(*Back*)

Intellectual Habits	Grade 7	8	9
Studious			
Irregular			
Industrious			
Lazy			
Alert			
Slow			
Adaptable			
Non-adaptable			
Original			
Accurate			
Unreliable			
Perservering			

Characteristics	Grade 7	8	9
Responsive			
Prompt			
Impulsive			
Careless			
Shiftless			
Lazy			
Active			
Egotistical			
Retiring			
Antagonistic			
Irresponsible			
Crushes			

Temperament	Grade 7	8	9
Despondent			
Non-communicative			
Slow			
Reliable			
Adaptable			
Interested			
Excitable			
Unstable			
No humor			
Alert			
Suggestible			

Attention
Flexible
Wandering
Persistent

VOCATION PREFERENCES

Grade 7	Grade 8	Grade 9
1.....	1.....	1.....
2.....	2.....	2.....
3.....	3.....	3.....

Behavior:

(over)

Each pupil and parent is requested to answer the questions contained on this record for the purpose of helping the pupil to choose wisely his 10B program.

(Front)

RESEARCH AND GUIDANCE RECORD FOR JUNIOR HIGH SCHOOL PUPILS

Parents' Record

Name .....
(Last name first)

The information contained on this card is collected for the use of the Vocational Advisor in order that your child may be intelligently directed in choosing his course of study.

1. When your child leaves Junior High School do you plan for him to go to High School?..... Private School?..... Work?..... Business College?.....
2. Do you intend to send your child through college?.....
3. For what profession or occupation do you wish him to prepare?.....
4. Please underline the special interests of your child—

Magazines	Laboratory	Dramatics	Using Tools
Newspapers	Radio	Gardening	Sewing
Books	Art	Machines	Cooking
Music	Athletics	Pets	Housework

5. How many hours a week outside of school work does your child read?.....
6. Does your child need to earn money while in High School?.....
7. Are there any special conditions which you would like the school to take into consideration in recommending a course for your child?

.....

.....

Signature of mother.....

Signature of father.....

(over) Date .....

(Back)

RESEARCH AND GUIDANCE RECORD FOR JUNIOR HIGH SCHOOL PUPILS

Pupil's Report

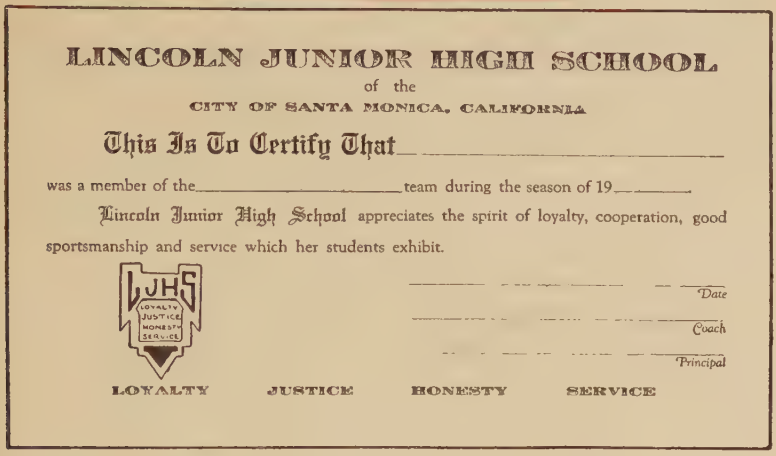
Name .....
(Last name first)

Date.....

1. What subject do you like best?.....
   Least? .....
2. What subject is easiest?.....Hardest?.....
3. Do you like to play games that require much or little exercise?.....
4. How often do you go to movies? (Sometimes, often, once a week) (Underline)
5. How often do you go to the Pike? (Sometimes, often, once a week) (Underline)
6. How often do you go to the Beach? (Sometimes, often, once a week) (Underline)
7. How often do you go to dances? (Sometimes, often, once a week) (Underline)
   Where? .....
8. How often do you go to church or Sunday School? (Sometimes, often, once a week) (Underline)
9. How often do you go to the Public Library? (Sometimes, often, once a week) (Underline)
10. Of what social or religious organizations are you a member?.....
11. How have you earned money?.....
12. Are you earning money now?.....How?.....
13. What do you like to hear people discuss?.....

(over)

Certificate of Athletic Achievement.—Only one school used a certificate of this character. The report has much merit, as it would tend to foster a better school spirit.



LINCOLN JUNIOR HIGH SCHOOL
of the
CITY OF SANTA MONICA, CALIFORNIA

This Is To Certify That _____

was a member of the _____ team during the season of 19__.

Lincoln Junior High School appreciates the spirit of loyalty, cooperation, good sportsmanship and service which her students exhibit.

LJHS
LOYALTY JUSTICE HONESTY SERVICE

_____ Date

_____ Coach

_____ Principal

LOYALTY JUSTICE HONESTY SERVICE

Pupil's Personnel Ledger Sheet.—The forms on the two pages following show both sides of a pupil's cumulative personnel history record. It serves a pupil during his entire secondary school career from 7B through the junior college. In addition to scholarship and citizenship it contains records in regard to graphic trait ratings, mental and achievement ages, educational and other test data, scholastic capacity tests, graduation records, home conditions, pre–junior high school records, occupational interest, educational plans, physical condition, extracurricular activities, pupil's employment, and other information. This form is the most complete of its kind presented in this study. It is significant because it indicates the wide range of information recorded by a school in developing a thorough guidance program. This form also is used for a transfer record because when a pupil is transferred this record is sent to the superintendent's office where a record is kept of the location of each of these personnel record sheets. The size of this blank is sixteen by nine inches.

(*Front*)

FORM 101-B
LAST NAME
FIRST
MIDDLE
ADDRESS
PHONE
DATE OF BIRTH
PLACE OF BIRTH
PRE-JUNIOR HIGH SCHOOL RECORD
HOME CONDITIONS
NATIONALITY
READ
STEP
NOT HOME
SEPARATED
FATHER
MOTHER
FATHER'S OCCUPATION
MOTHER'S OCCUPATION
CITIZENSHIP RECORD MERITS
7-1
7-2
8-1
8-2
9-1
9-2
10-1
10-2
SIGNED RECOMMENDATIONS AT LEAVING
DATE
COURSE
OCCUPATIONAL INTEREST
EDUCATIONAL PLANS
REMARKS
EXTRA CURRICULAR ACTIVITIES
ACTIVITY
ACHIEVEMENT
DATE
AGE LAST BIRTHDAY
AGE WHEN LEAVING SCHOOL
INTELLIGENCE
TRANSFERRED
REASON
PHYSICAL CONDITION
DATE
PUPIL'S EMPLOYMENT
KIND OF WORK
TIME
REASON
EFFECT
MISCELLANEOUS INFORMATION

(Back)

PERSONNEL RECORD
FORM 101
GRAPHIC TRAIT RATINGS
LOWEST
LOW
AVERAGE
HIGH
HIGHEST
ACCURACY
INDUSTRY
INITIATIVE
RELIABILITY
COOPERATION
LEADERSHIP
PHYSICAL VITALITY
SCHOOL
DATE
PHYS. EDUCATION
ENGLISH
TOTAL
UNITS
POINTS
COURSES
DATE ENTERED
GRADUATION
9TH YEAR - DATE
10TH YEAR - DATE
11TH YEAR - DATE
12TH YEAR - DATE
SCHOOL
UNITS
POINTS
TOTALS
MENTAL AND ACHIEVEMENT AGES
9 10 11 12 13 14 15 16 17 18 19
MENTAL
PHYSICAL EDUCATION
READING
ARITHMETIC
SCIENCE
HISTORY AND CIVICS
LANGUAGE USAGE
SPELLING
7-1 7-2 8-1 8-2 9-1 9-2 10-1 10-2 11-1 11-2 12-1 12-2 13-1 13-2 14-1 14-2
EDUCATIONAL AND OTHER TEST DATA
SCHOLASTIC CAPACITY TESTS
TEST
SCORE
C.A.
M.A.
I.Q.
P.R.
Q.P.
REMARKS
TRANSCRIPTS SENT TO
PHOTOGRAPH
HOME
SPECIAL REPORT

Composite Report Cards.—These forms show both sides of a composite report card. This type of report is in much favor because the pupil's entire record is presented to the parents in a convenient form. The forms are seven by six and one-half inches.

COMPOSITE REPORT CARD (*Front*)

	1st Quar.	1st Sem.	3d Quar.	2d Sem.
Days Present				
Days Absent				
Times Tardy				

Credits **Merits**

First Semester.....

Second Semester.....

Promoted to..... Date.....

Promoted to..... Date.....

Notice to Parents: Your signature on this card indicates that you have inspected it but not necessarily approved it in every respect. Parents will please examine, sign and return immediately by pupil. Should you desire additional information concerning your child's progress, feel free to make the request and it will receive a prompt response. You are urged to visit classes and know what your school is doing. It is impossible, however, for teachers to confer with parent while a recitation is in progress. Your interest and cooperation are essential.

Stanley F. Howland, Principal

Signature of Parent

First Quarter .....

Second Quarter .....

Third Quarter .....

Fourth Quarter .....

FRANKLIN JUNIOR HIGH SCHOOL
Long Beach, California

Report of

.....

For Year Ending .....

Class, 1st Semester.....; 2nd Semester .....

Signature of Home Room Teacher

First Quarter .....

Second Quarter.....

Third Quarter.....

Fourth Quarter.....

Duties of Students

1. To be courteous and respectful at all times.
2. To respect school property and the rights of others.
3. To be regular and punctual in attendance at all classes. Absence is a serious thing.
4. To bring, on the return to school, a written excuse signed by parent or guardian stating the date and cause of absence or tardiness.

Such a card undertakes to do more than convey to the parents a mere record of marks. It gives a month-by-month picture of the student's entire range of scholastic achievement.

(Back)

KEY A. Excellent D. Passing B. Good Inc. Incomplete C. Fair F. Failure	First Semester							Second Semester						
	Class	Periods Per Week	First Quarter Grade	Semester Grade	Citizenship First Quarter	Citizenship Second Quarter		Class	Periods Per Week	First Quarter Grade	Semester Grade	Citizenship First Quarter	Citizenship Second Quarter	
Art, Required														
Elective														
Com. Arithmetic														
Business Practice														
Typing														
English														
Home Arts, Clothing														
Foods														
Language, Latin														
Spanish														
Exploratory Language														
Mathematics, Algebra														
Arithmetic														
General Math														
Music, Required														
Chorus														
Glee														
Orchestra														
Instrumental														
Physical Education														
Practical Arts, Auto														
Wood Work														
Printing														
Sheet Metal														
Mech. Drawing														
Agriculture														
Social Science														
Science, General														

The parents are thus kept in touch with the student's progress from month to month and can assist the teacher in stimulating him to work for better records.

Pupil Personnel Card.—A card of this character on file for each pupil in the junior and senior high school is of great assistance in guidance work.

(*Front*)

Name (Last Name First)

Date of Birth | Nationality

TEST DATA

INTELLIGENCE TESTS

School	Date	Grade	Test	C. A.	Score	M. A.	I. Q.

EDUCATIONAL TESTS

School	Date	Grade	Test	C. A.	Score	Ed. A.

RATING GRAPHS

	Judgment of Date	5	4	3	2	1	5	4	3	2	1
	Honesty										
	Co-operation										
	Leadership										
	Accuracy										
	Intellectual Capacity										
	Judgment of Date										
		5	4	3	2	1	5	4	3	2	1
	Honesty										
	Co-operation										
	Leadership										
	Accuracy										
	Intellectual Capacity										

JUNIOR AND SENIOR HIGH SCHOOL
PUPIL PERSONNEL CARD

Personnel Record Card—Form 1 Form 946—200M—8-27

5=Lowest, 1=Highest degree of trait. For description of degree of trait see Scale for Rating Character Traits, Personnel Record Blanks, Form 2.

(*Back*)

School	Residence	Occupation of Parents	Home Conditions
1.			
2.			
3.			
4.			

	General Physical Condition	Course	Occupational Interests	Educational Plans
1.				
2.				
3.				
4.				

School Marks

Subject	B7	A7	B8	A8	B9	A9	B10	A10	B11	A11	B12	A12

Comments and Recommendations

III. *Health and Physical Welfare*

These records illustrate how certain junior high schools keep in touch with the health and physical welfare of their pupils. They make it possible to record physical, health, and development data, and enable the school officials to note the progress or lack of progress of their pupils in matters having to do with physical condition and vitality.

Health Reports to Parents.—Reports regarding nutrition work, dental hygiene, and contagious diseases are an important part of the health program.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

TO PARENT: Your { Son / Daughter } is.....%, or.....pounds underweight.

Will you co-operate with us in our nutrition work?

All underweight children are served with milk daily, at school, and are put into nutrition classes.

Parents will do well to acquaint themselves with the value of this work.

Miss.....will be pleased to furnish you with any information which you may desire concerning the nutrition classes.

Underweight children pay.....cents for a pint of milk a day.

Very sincerely,

School.....

Date.....193..... (Signed).....

Nurse Teacher

BUREAU OF CHILD WELFARE AND GUIDANCE

Dental Hygiene Division

To the Parents of:

Name..... Date.....

School..... Grade.....

On examination of this child's mouth the conditions checked below were found. We suggest that you see your family dentist as soon as possible.

1. Prophylaxis (cleaning necessary).....
2. Cavities present in
   Permanent .....
   Temporary .....
3. Malocclusion (straightening necessary).....

.....

Dental Hygienist

These reports are most necessary as a means of anticipating epidemics by prompt preventive measures.

CHILD WELFARE DEPARTMENT

NOTICE TO PARENT

George Washington School Room..... Date.....

Name..... Address.....

Is excluded from school because of.....

..... Temperature.....

To gain readmission please communicate with the undersigned during a morning, at 11:30, or in the afternoon.

.....School Nurse

.....Principal

Will the physician please report findings on reverse side of this slip and return it to bearer

Report of Serious Accident.—Frequently serious results develop from accidents occurring at school. By using the report shown here the necessary information is obtained at the time of the accident and sent to the superintendent's office. Original blank is six by four inches.

REPORT OF SERIOUS ACCIDENT

Name of Child.....Age.....Grade.....

Address..... Date of Accident.....Hour.....

First Aid given by.....

Cause of Accident.....

.....

Nature of Accident.....

.....

Teacher in charge of Playground at time of Accident.....

Was the Teacher using due diligence in the discharge of his or her duties? .....

Apparatus: properly or improperly used?.....

On the reverse side of this card state what care was taken of the injured pupil by the Principal or the Teachers.

School Principal

Health Card.—The wide range of information recorded on the health card shown on the following pages indicates the scope of the health program. The blank is eight by five inches.

HEALTH CARD

TEACHERS WILL FILL IN NAME AND ADDRESS OF CHILD

SYMBOLS—S-SLIGHTLY ABNORMAL. A-NEEDS ATTENTION. A-RECEIVED ATTENTION. F-FURTHER EXAM. NEEDED. C-CORRECTIVE. H-HOME CALL. O-OVER.

NAME		DATE OF BIRTH			RACE
LAST	FIRST	YEAR	MONTH	DAY	

RESIDENCE	SCHOOL	GRADE				ROOM NO.		
		KGN.	4	8	12			
		1	5	9	ADJ.			
		2	6	10	OPP.			
		3	7	11				

PHYSICAL EXAMINATION

DATE OF EXAMINATION	NAME OF EXAMINER	EYES		EARS		NOSE & THROAT			TEETH			HEART		LUNGS		ORTHOPEDIC			NER-VOUS SYSTEM	SPEECH	SKIN	HAIR	NUTRITION		VISIT BY NURSE	MISC.
		DE-FEC-TIVE	LIDS	HEAR-ING	DIS. COND.		TON-SILS	ADE-NOIDS	DECAY	CLEAN-ING	GUMS	OR-GANIC CLASS	FUNC-TIONAL CLASS		DIM EXP	POS-TURE	SPINE	FEET						WGT.		

(Back)

DEPARTMENT OF HEALTH AND CORRECTIVE PHYSICAL EDUCATION

Every child must have a health card or an excuse card. This card must be transferred with the child

DIRECTOR SUPERINTENDENT

History	Notes—Home Call	Directions for the Corrective Physical Education Section
Personal	**General Remarks**	**Reports from the Corrective Physical Education Section**

Equipment and Locker Cards.—These cards are to assist the gymnasium attendants to keep track of all materials issued to students. One of the most elusive items of expense in a school system is that connected with athletic and physical education supplies. These cards help to check extravagance.

EQUIPMENT CARD

I, ..., have checked out the following equipment from the boys' physical education department and will be responsible for it until it is returned.

Jersey..... No.....
Sweat Jersey..... No.....
Socks.....
Gloves.....
Trunks..... No.....
Baseball Pants..... No.....
Baseball Shirt..... No.....
Baseball Cap..... No.....

LOCKER CARD

.....
(Last Name) (Initial) (First Name) (Period)

Locker No..... Lock No..... Comb.....

Towel Fee..... Locker Fee.....

Upper..... Lower..... Sox.....

Sweat Shirt..... Shoes.....

Date..... .....
Instructor

Athletic Participation and Test Record.—This card, both sides of which are shown, is used for the cumulative athletic

(*Front*)

DEPARTMENT OF PHYSICAL EDUCATION

Name ..... Address.....

Birthday .....
Date Entered .....
Date Left .....

Semester	Period	Group	Year	Age	Weight	Height	Maturity	Sports-manship	Leader-ship	Assign.	Instructor	Gr.	Cr.
.....	....	....	....	....	....	....	....	.....	.....	.....	.....	....	....
.....	....	....	....	....	....	....	....	.....	.....	.....	.....	....	....
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.....	....	....	....	....	....	....	....	.....	.....	.....	.....	....	....

Assignments: Phys. Ed.—1; Restricted Ex.—1-B; Corrective; Rest.

participation and test record. The blank is eight by five inches. Since student activities are coming to mean more as a part of one's permanent record, these cards serve a useful purpose.

(Back)

ATHLETIC PARTICIPATION AND TEST RECORD

Athletic Tests	Year	Year	Year	Year	Participation	Year	Year	Year	Year
1. Football Punt (D&A)					Football				
Soccer Kick (Goal)					Basketball				
2. Handball Serve....					Track				
3. Basketball Throw..					Baseball				
4. Pull Up.....					Swimming				
Rope Climb					Water polo				
5. Dash					Tennis				
6. Shot Put.....					Gymnastics				
7. Running High Jump					Golf				
8. Running Broad Jump					Squad Leader				
9. 20-Yard Swim.....									

GROUP FUNCTIONAL TESTS

Requirement			40 Sec.	3	5	3	2	10%	15 Sec.	3½ Min.	
Pulse Return			Breath Holding	Pull-up	Sit-up	Posture	Feet	Height Weight Age %	100-Yd. Dash	½-Mile Run	Remarks
B.	A.	R-2									

The present trend.—In junior high school administration much thought has been given to centralized plans of attendance which accurately account for the attendance of the pupil during his entire school day. The trend now is toward a cumulative attendance record which will assist in realizing the aims of the guidance program. The efficient attendance plan endeavors to simplify attendance reporting by the teacher in order that more of her energies may be devoted to other phases of guidance.

The reports used by the nurse and the attendance officer indicate that considerable attention is given to developing regularity of attendance and the maintenance of the pupil's health. The parent's signature record is helpful in preventing guess work in regard to the genuineness of the signature on any document alleged to have been signed by the parent.

In two of the large city school systems visited more than 80 per cent of all the record and report blanks were developed for city-wide use. This is important because the preparation of the forms by a central committee would tend to create more effective forms than if each principal or counselor were responsible for developing his own. This standardization would also make possible greater saving in printing costs and greater efficiency in distribution. A sample book of all available forms placed in each school and a well-organized plan of numbering for each blank would be valuable.

The forms presented indicate that practical plans for character education are being developed through the use of trait-rating scales. These are increasing in use because educators recognize them to be an essential part of effective guidance. This development of trait ratings is in accord with the best practice in business organizations. The careful evaluation each semester by a number of the teachers of each pupil with respect to such traits as industry, accuracy, initiative, reliability, cooperation, leadership, and physical vitality is one of the most important recent developments in junior high school administration. The continued use and improvement of trait-rating records and reports will assist greatly in realizing the outstanding objective of the character education of the individual pupil. At the same time that trait ratings are being extensively developed, administrators should also take note of the limits within which they are reliable, the term reliable being used here with its statistical meaning of consistency in mind.

There is also evidence of the fact that schools are making a careful check at frequent intervals on the character of the classroom work done by pupils who need guidance.

Only one of the schools visited used a merit plan in which

the teachers issued demerit slips. Several schools had abandoned the plan because the teachers used the demerit slips too often for trivial offenses. Because of this no merit or demerit report blanks have been included.

A number of health records were collected, but there was little uniformity with respect to the items listed. The recording symbols also vary so widely that in many cases the record could not be interpreted except by some expert in the physical education department. This condition makes greater standardization of health and athletic records desirable.

The development of the cumulative personnel history record is one of the most valuable contributions to the subject of records and reports. One school system has developed an excellent elementary school cumulative record which is forwarded to the junior high school. In the same school system a cumulative personnel history record is available for each student in the secondary school, covering the period from 7B through the junior college and providing space for the recording of eighteen different phases of personnel information. These elementary and secondary records are part of a loose-leaf system of child accounting.

In another school system a committee is at work on a card packet system of cumulative records. This consists of a folder which contains five cards eleven by eight and one-half inches. These cards are records of the pupil's social data, his school record, records of tests, health and guidance. As the forms of this system have not been completely developed, examples are not shown in this study. There is a definite feeling that the devices for child accounting are not adequate, unless they are cumulative. The continuous record gives the more abundant and accurate account of pupil progress.

Objectives.—Permanent and cumulative records are a necessity in junior high school procedure. It has already been mentioned that at present progressive school systems are introducing this type of record. All school reports should contribute to the successful maintenance and use of these records. Since cumulative records are being recognized as of increasing im-

portance, it may be helpful to suggest a few of the objectives secured through records of this type.

The following statement of objectives is adapted from *School Records and Reports Research Bulletin,* Vol. V, No. 5, of the National Education Association:

OBJECTIVES TO BE OBTAINED THROUGH PUPIL CUMULATIVE RECORDS

1. A higher degree of efficiency is secured in the routine administration of a school building or a school system:
   a) The office can locate a child quickly.
   b) The office at all times has a "bird's-eye" view of a child's school history.
   c) The office always has data on file concerning the work of each pupil who has ever attended, and questions concerning pupils can be readily and accurately answered.
   d) The duplicate collection of a large number of facts about a given child year after year is eliminated.
   e) Accuracy is increased by taking necessary precautions to insure accuracy. These precautions cannot be taken so readily when all data have to be re-secured each six months or each year.
   f) Greater accuracy also is assured in the making of reports, since recorded facts can be utilized in the place of guesses.
2. A higher degree of efficiency in the work of instruction, guidance, and health "follow-up" is made possible:
   a) The teacher can learn to know her pupils more quickly.
   b) Teachers are provided with facts about their pupils, rather than gossip.
   c) Because of (*a*) and (*b*) above, the teacher is better able to adjust her class work to the known preparation, mental and physical ability, and interest of her pupils.
   d) The number and variety of facts about each pupil which are available to the teacher are greatly increased.
   e) The teacher can better understand why a particular child does poorly or misbehaves.
   f) It becomes possible for a teacher who has learned significant facts explaining the conduct of certain children to forward such information to succeeding teachers.
   g) A teacher is enabled to spend more time studying her children and needs to spend less time in collecting facts, since much information has been collected already by all the teachers under whom her pupils previously have worked.

3. Necessary data are made available for the making of important investigations such as the following:
   a) The progress of pupils.
   b) The amount and causes of failure.
   c) Holding power of different school units.
   d) Relationship studies: (1) Attendance and scholarship; (2) Attendance and nationality; (3) Attendance and mentality; (4) Attendance and physical ability; (5) Scholarship and mentality.

Guiding principles.—Miss Alta Williams[1] in her recent report on child accounting presented the following principles to be observed in developing a successful plan of cumulative records:

1. The fundamental function is the greatest educational good to the individual child.
2. School records should reveal and not conceal the condition of the school.
3. Only information of definite value in contributing to the educational welfare of pupils, individually and collectively, should be kept.
4. Records and reports should be objective facts, not subjective opinions, and should be as checkable as records of any commercial organization.
5. Forms should be organized to consume the minimum amount of time and energy for making entries.
6. Duplication should be avoided unless necessary for efficiency.
7. Forms should make information instantly accessible to teachers and principles.
8. The accounting load should be distributed among the counselor, teachers, dean, vice-principal, and nurse in the secondary school. Sufficient clerical help should be provided.
9. The equipment used for permanent records should be of a quality that will stand constant handling.
10. The records should be centralized in the office of the school counselor.

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VI. MARKS AND PROMOTION PLANS

BY W. J. KIRCHER[1] AND T. MALCOLM BROWN[2]

Some conception of the practices that are being followed by junior high schools of various sizes in the state in marking and promotion procedure will be conveyed in this chapter. What follows is an attempt to present briefly the systems used in reporting marks, the basis of marking, the methods of distributing marks, the plans of handling promotions, and plans for encouraging progress as registered in marks and promotion. The information used was secured from answers to questionnaires sent to twenty-two schools and from personal experience with devices and incentives used for marks and promotion.

MARKS

Systems of reporting marks.—Since there is no recognized uniform system of reporting marks, and since schools vary widely in this practice, it is significant to note that the five-point system is used by twenty-one schools and the four-point system by one school only. The tendency seems to be away from percentage ratings and toward numerals and letters. Eleven schools use the letters A, B, C, D, and F; one school the letters A, B, C, and E; and ten schools the numerals 1, 2, 3, 4, and 5. Three schools use an "E" or "Inc." to denote "Incomplete," but do not strictly classify it as a feature of the marking system. The gradations designated by each point were "Excellent," "Good," "Average," "Passing," and "Failure," or they were indicated by other nomenclature that made the meaning the same. One school reports using the letters to indicate degrees of accomplishment in the subject and numbers as subscripts to show the degrees of effort and attitude, as A_1, A_2, etc.

The general acceptance of the five-point scale by these schools is based on the claims that (1) it is impossible for teachers to draw the hair-line discriminations in percentages

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that they are constantly attempting to do in many schools; (2) that the meaning and significance of the rating-marks employed are easily understood by parents, pupils, and teachers alike; and (3) that it is simple and less difficult for the schools to administer.

A number of the schools interpret the letters or numerals in terms of percentages. These are shown in Table I.

TABLE I

PERCENTAGES ASSIGNED TO EACH MARK

A. Marks in Letter Form						Number of Schools
A	B	C	D	F	E	
90–100	80–90	70–80	60–70	0–60	....	2
95–100	85–94	75–84	70–74	0–69	....	1
90–100	85–90	70–85	60–70	0–60	....	1
90–100	80–90	70–80	.....	....	0–70	1
B. Marks in Figure Form						
1	2	3	4	5		
90–100	80–90	70–80	60–70	0–60	....	3
94–100	87–93	78–86	70–77	0–69	....	2
90–100	80–90	65–80	60–65	0–60	....	1
90–100	80–90	70–80	65–70	0–65	....	1
95–100	90–95	80–90	75–80	0–75	....	1
95–100	85–95	75–85	70–75	0–70	....	1
Total number of schools.....						14

An examination of this table reveals twelve different assignments of percentages to the various marks as presented by fourteen schools. Moreover, three is the largest number of schools using the same percentages. Eight schools recognize a mark of 60 or 65 as sufficient for promotion. The rest of the schools require a mark of 70 to meet this requirement. Apparently an interval of 5 points on the scale in one school may equal only 4 points on the scale in another school where different standards prevail. It is thus evident that the schools

appear divided in their opinions as to what percentages each mark should represent.

Basis of marking.—If we turn to the items on which the schools base their marks, we find practices as divergent as those described above. Table II gives the items reported by nineteen schools:

TABLE II

FACTORS ON WHICH THE SCHOOLS BASE THEIR MARKS

Factors	No. of Schools	Factors	No. of Schools
Achievement	19	General knowledge	1
Effort	18	Chronological age	1
Interest	11	Application	1
Deportment	7	Ability	1
Co-operation	1	Attendance	1
Social development	1		

The table is practically self-explanatory. The items are listed in the order of their frequency, the item occurring most frequently coming first. This, it will be observed, is achievement, which is mentioned as the most significant item by nineteen schools. Four of these schools give achievement as the single basis for their marks. Although the number of items reported discloses the fact that there is no common agreement as to the specific items that should be considered when giving a mark, there is a growing conviction on the part of certain of the schools that achievement should be the sole basis of consideration. One principal reports: "Scholarship marks should not be reduced or lowered because of unsatisfactory deportment. Conduct should be indicated in the citizenship marks. The two things are separate and distinct." Another principal writes: "The marks given in our school are based upon achievement as shown in daily work, reports, and standardized tests and examinations. Any other items commonly associated with the assignment of marks are recognized only as affecting one's degree of achievement, and they are not combined with it in determining the scholarship marks. Such items as interest, ef-

fort, and conduct are reported under a citizenship record on the report card to reveal their significance to pupils and parents."

Undoubtedly, the foregoing statements represent a practice that is a step in the right direction. Until some uniform method is followed, there will be considerable indefiniteness in the assignment of marks.

Methods of distributing marks.—Since the normal distribution curve has gained general acceptance, a number of schools are attempting to apply it in the distribution of their marks. The marks are distributed to conform approximately with some suggested marking scale having a number of steps with a certain percentage of marks assigned to each step. Of twenty schools reporting on this item, eight are using a marking scale where they attempt to distribute marks conforming with a normal curve; twelve are not attempting such distribution, although several of these schools state that the marks given approximate such a curve where a large number of pupils are involved. Table III shows that there are many different scales in use:

TABLE III

PERCENTAGE OF MARKS ASSIGNED TO EACH STEP OF THE MARKING SCALE

Steps					Number of Schools
1	2	3	4	5	
%	%	%	%	%	
8	21	39	26	6	1
5–10	20–25	40–50	20–25	5–10	1
7	23	40	23	7	1
7	21	44	21	7	1
A	B	C	D	F	
%	%	%	%	%	
7	25	38	25	7	1
7	25	46	18	4	1
5–15	20–35	20–35	5–15	0– 5	1
10	45	45	....*	....*	1
Total number of schools.....					8

* No specific percentage of failures required.

Practically all of the schools indicate that no definite percentage of failures is required. They state that the number of failures ought not to exceed the percentage suggested unless there is a justifiable explanation for it.

Normal curve not followed in small classes.—Six schools report that the curve is not rigidly applied in single classes, as it is unwise to make the marks conform with the curve in very small classes or in classes where the range of individual differences is not very great. Marking in such classes is left to the judgment of each individual teacher.

In case of wide variation, the teacher is expected to explain the reasons for departing from the curve. The schools that use a curve claim that it is being used to much better advantage in combined classes taking the same subject, since a much larger group of unselected cases is involved.

Marking where ability grouping is followed.—There is an apparent difficulty, however, in applying the curve in those schools where the pupils are segregated in sections on the basis of ability. Marks given in such groups cannot be expected to conform to a normal curve based on chance selection.

The school curve.—Different practices are being followed in an endeavor to solve the difficulty. The most common method is that of distributing the marks earned by high, average, and low ability groups in the same subject so that they will conform approximately to the normal curve suggested for use in that school. By this method the high groups usually achieve ratings of 1-2-3 and the low groups ratings of 3-4-5. The marks in the average groups show a tendency to centralize around ratings of 2-3-4. One principal writes:

> Theoretically, the marks will arrange themselves in this manner, but in practice we find a few 1 or 2 ratings in the low groups and a few 4 or 5 ratings in the high groups. There is a certain range of individual differences in each group and for different subjects because complete grouping according to mental ability cannot successfully be carried out except in a few schools of very large enrollments. After a careful study of our marks we find that the total marks given to all the groups in a department subject approximate the normal curve of distribution.

By using the full range of marks in all groups, it is claimed that the slow pupil is not discouraged by knowing that he can get nothing above a 3 no matter how hard he works. On the other hand, the superior pupil will not be encouraged to become lazy by the implication that he can get nothing below a 3. Under this plan the curve is not rigidly adhered to in each group, but all of the marks for a department subject, such as mathematics, approximate a normal distribution.

The group standard.—Another method is permitting each ability group to set its own standard. The full range of marks is used in each group, but they do not mean the same in actual achievement. A mark of excellence is indicated as A_1 for the high, A_2 for the average, and A_3 for the low-ability groups or A_x, A_y, A_z to show the distinction between marks given in each group and to eliminate confusion as to their meaning. One school reports that it records the marks in this manner on the office records and transfers the information to the senior high school. Another school using this plan has discontinued this group differentiation in marking on the pupils' report cards but has maintained this distinction on the office records.

Objections raised to various plans.—Some of the objections raised to this plan are: (1) the use of five marks with subscripts to designate a lower level of achievement in the low groups makes it difficult to determine college-recommending marks in the ninth grade; (2) such a system of marking to indicate each group proves very complex to administer; (3) when low-ability groups learn that their marks do not recommend them for college, discouragement, lack of interest, and little effort on their part, are apt to be the result.

Application of curve to particular subjects or traits.—An attempt was made to ascertain to what extent the curve is being applied in marking in the different subjects and on the different citizenship qualities. Sixteen of the schools report that it is not used in marking citizenship traits and habits; four schools use it in every subject where marks are given; four are not definitely committed to its use in every subject. These subjects are listed in the following table:

TABLE IV

SUBJECTS IN WHICH THE CURVE IS NOT ATTEMPTED

Subjects	No. of Schools	Subjects	No. of Schools
Physical Education	3	Industrial Arts	1
Orchestra	1	Home Economics	1
Glee Club	1	Typing	1

Report cards.—The marks given on the report card should indicate to the pupil and his parent both the results of his progress in subject-matter and the teacher's estimate of his status in citizenship. The report card is a convenient method of recording for the pupil and his parent the teacher's estimate of the pupil's progress. It is true that the mark on the card may not be an accurate indication of the child's real ability or inherent capacity, but it should be an honest record of the development to date in both subject-matter and attitudes that the best teacher available has been able to bring about. There is nothing fixed about it, there is no charm or magic, there is nothing final and tragic in it; for after all is said and done, the mark is to a great extent one person's judgment of another.

The marks should be so arranged as to meet the needs of the varying ability groups of the school. The child with limited native capacity should not be penalized in the activities and affairs of the student body because of his marks. Also it is well to bear in mind that psychologists generally agree that the Intelligence Quotient may differ when different tests are employed or when the same test is given at different times, say six months apart. It is not at all unusual to have an IQ determined by using a Stanford Revision of the Binet Scale differ as much as ten points for a given child from his IQ determined by a group-intelligence test.

Flexibility desired.—The marking system should be flexible, so that a pupil who is not in the "college preparatory" division in the low eighth grade may be transferred to the brightest section when he reaches the low ninth grade if that marvelous metamorphosis occurs that is sometimes observed in the junior high school, namely, when an apparently dull, unambitious, obstreperous boy or girl suddenly becomes an average, aspiring,

useful school citizen. It is not a miracle, but simply the effect of the personality of some teacher or counselor, a changed environment, or the result of improved health which releases unseen forces latent in the pupil and incites him to new effort.

A suggested report card.—The following report card permits a variety of the marking which safeguards the school's enviable record with any senior high school or college, and yet permits the flexibility of marking desirable for constructive citizenship development within the junior high school itself:

.....JUNIOR HIGH SCHOOL

REPORT CARD

NAME..... DATE.....

Grade	Subject	Mark	Citizenship	Teacher's Signature
	Home Room			

Parent's Signature.....

This card is to be returned to the Home-Room Teacher

(*On reverse side of card*)

EXPLANATION OF MARKS

A—Superior; B—Better than average; C—Average; D—Barely passing; F—Failure; Inc.—Incomplete, to be replaced by any final mark, A—F, inclusive.

A mark with a subscript, i.e., A_1, B_1, C_1, etc., does not affect promotion, the receiving of honors, participation in student activities, or in any other way, except that it precludes admission to the scholarship society and does not recommend to college if subscript is "3".

Pupils are grouped according to achievement into three divisions. However, the grouping is flexible and pupils may be transferred from one group to another at any time, so that a pupil may receive a mark with a subscript "3" one semester and one with a subscript "2" or "1" another semester.

We are trying to adapt the difficulties and amount of instruction to the abilities and needs of the individual child.

Where such a card has been used it has been welcomed by both parents and pupils. It enables a pupil in the sub-standard group, for instance, to qualify for school offices and to participate in other activities of the school, while under the system where all were judged by the same standards he would be disqualified.

The objection is sometimes raised that it is not life. Admitting, for the time being, that it is more or less artificial, we must keep in mind that one of our responsibilities in the junior high school is to provide successful experiences for the boy and girl. Theoretically the logicians may down us, but nearly every schoolman has evidence to show that adapting marks and subject-matter to the diverse ability groups tends to instill happiness and to develop right attitudes of mind.

PROMOTION

The junior high schools are gradually and rightfully assuming a position that will free them from the bogey of senior high school and college requirements. It is true that in the general scheme of things there must be continuity and careful planning to enable pupils to make continuing progress from one unit of the educational system to another. However, there should be nothing superimposed on a lower unit of the system by a higher unit to the extent at least, that the progress of the pupil or the development of his best interests is hampered.

Types of promotion plans. — If the three- or four-year junior high school is to be recognized as a unit, it should have a promotion plan which will give to the organization a more or less definite status instead of a hit-and-miss conglomeration of confused credits.

Advancing pupils semi-annually and by subject appears to be an almost uniform practice. Of the twenty-two schools reporting, twenty promote semi-annually, and two schools with small enrollments promote annually.

Double promotions are frequently used, but only one per cent or less of the entire enrollment in most schools is included in this practice. When it is for the best interests of the child,

such a promotion according to data at hand is made at any time during or at the close of the semester. Eighteen schools favor this type of promotion, while three disapprove it. One school that rarely gives double promotions reports that it is the tendency in their school to keep bright under-age pupils for the full three years or longer, rather than less time and to give them an enriched course.

An objection to the plan of double promotion is found in the difficulty that this type of pupil must face when he enters the high school at an early age. Once in high school, he soon realizes he is a misfit socially and often physically. To adjust himself to the new environment is an exceedingly difficult task.

To earn full promotion it is evidently not necessary for the pupils to pass in every subject that is pursued in a regular junior high school course. Seven schools answering the question pertaining to promotion by subjects require the pupils to pass in all of the subjects that they take to gain promotion; seven schools do not consider a passing mark essential in every subject taken in the seventh and eighth grades in order to meet the promotion requirements of their schools. The following table shows the subjects that are not included in promotion requirements by seven schools:

TABLE V

SUBJECTS NOT CONSIDERED ESSENTIAL TO PROMOTION IN THE SEVENTH AND EIGHTH GRADES

Subjects	No. of Schools	Subjects	No. of Schools
Physical Education	7	Art	2
Music	4	Oral Expression	1
Shop Cycles	3	General Science	1
Home Economics	3		

It was explained that the prevocational studies are largely "try out" courses and that in case of failure the pupils should not be expected to repeat the work before they could be promoted. The same was true for the work in music or art, except that a pupil might drop either subject without penalty after he had been judged unable to handle the work.

Repetition of subject.—It is now a common practice for the schools not to require a pupil in the seventh and eighth grades to repeat a subject oftener than once. Two of the schools require ninth-grade pupils to repeat subject failures as often as necessary, while several others follow the system of dropping pupils who fail after two attempts. The pupil's program of studies is adjusted to meet his needs. It is realized that unnecessary repetition of subjects materially increases the cost of instruction and causes loss of interest on the part of the retarded pupil. This eventually leads to further failure and consequent elimination. When over-age pupils in the seventh and eighth grades have secured from a subject all that they are capable of assimilating, they are advanced to the next higher grade in that subject, or are permitted to take some other subject in which they stand a better chance of succeeding.

Basis of promotion.—At present it is not the tendency to give credits for work completed in seventh- and eighth-grade subjects. Seventeen schools report that a passing mark is the chief basis of promotion in these subjects. They give credits in ninth-grade subjects and hold the pupils responsible for acquiring enough of these credits to meet the requirements for graduation or promotion to the high school. The number needed varies with schools, but the minimum amount appears to be 3½ to 4 credits in solids and the satisfactory completion of work in physical education. In a number of schools credit is given to seventh- and eighth-grade pupils in certain subjects. Where this is done two semesters of work which may be started in the seventh or eighth grade are considered the equivalent of one semester of ninth-grade work. The subjects mentioned were foreign languages, algebra, typewriting, stenography, bookkeeping, mechanical and free-hand drawing, shopwork, and home-making. Seventeen schools count marks or credits earned in slow-ability groups toward graduation, two do not. Of these schools, six do not count credits toward recommending slow pupils to the high school. In eighteen schools credits earned in extra-curricular subjects do not count toward graduation.

Factors taken into account in promotion.—Each school reporting was asked to state the factors that should be included in determining the basis for promotion, and which factor or factors should be given the most weight in promoting bright, average, and slow pupils. The following tables show the frequency of mention for the factors that were considered:

TABLE VI

FACTORS INCLUDED IN DETERMINING THE BASIS FOR PROMOTION

Factors	No. of Schools	Factors	No. of Schools
Effort	21	General intelligence	16
Achievement	20	Citizenship	11
Chronological age	17	Health	11
Social development	17	Interest	1

TABLE VII

FACTORS GIVEN THE MOST WEIGHT IN DETERMINING THE PROMOTION OF BRIGHT, AVERAGE, AND SLOW PUPILS

Factors	Frequency		
	Bright Pupils	Average Pupils	Slow Pupils
Achievement	12	15	3
Effort	8	10	14
General Intelligence	4	5	4
Social Development	4	2	10
Citizenship	2	2	6
Health	2	1	2
Interest	2	1	1
Chronological Age	..	2	10

Of the eight factors mentioned, sixteen or more schools consider "achievement," "effort," "social development," "chronological age," and "general intelligence" as the five most important. "Achievement," however, is given most weight in determining the promotion of bright and average pupils. In the case of the slow pupils it is evident that there is a tendency to place less emphasis upon "achievement," since the greatest weight is given to "effort," with "chronological age," and

"social development" closely following. It is rather strange that "interest" should be at the bottom of each set of ranks, because psychologically there is such a close relationship between "interest" and "effort" in the learning process. It is just possible that the persons doing the ranking are themselves more concerned with securing "effort" and making sure of measurable "achievement" than they are in arousing "interest" on the part of their pupils.

PLANS TO AID PROMOTION

1. Ability grouping.—In an attempt to help pupils make satisfactory progress, fourteen schools endeavor to facilitate promotion by dividing the pupils into ability groups. The courses of instruction are shaped and the standards are set to fit the interests and abilities of each group and individual. Intelligence, educational test ratings, and other factors such as physiological development, social traits, and citizenship qualities are considered when assigning pupils to these groups. The ability groups travel at their own rate through the subjects that are usually required of all the pupils in the school. As a rule these groupings are not maintained in the elective subjects unless it is possible to keep them intact in those schools where large numbers of pupils are involved.

Principals' views on the handling of bright pupils.—Investigation reveals a general consensus of opinion in favor of retaining bright pupils the full course and giving them more work and responsibility instead of accelerating them too rapidly.

Regarding the handling of bright pupils one principal writes: "In the case of more alert pupils who can achieve more we allow occasional 'skipping' but for the most part we give the individual pupil an opportunity to achieve more and enrich or extend his adventures and acquisitions in the given field. We apply the 'mastery formula' of Morrison to a considerable extent."

Another principal presents his views as follows: "We tried the special-class method for handling the fast-moving pupils, but have found it adaptable only for a few pupils. There is

danger of mental break-down from overwork. Our experience leads us to believe that the enriched curriculum is far better. There is also great danger in 'skipping' of having a superficial foundation."

Still another principal says: "We do not accelerate our bright pupils unless they are advanced socially and physically as well as mentally. Experience has shown that the junior high school is not the place for acceleration in our system. We give the brighter pupils extra opportunities during their school course."

Ten schools report using adjustment or study-coach rooms to which pupils are assigned and given individual instruction to help them make up subject deficiencies before they may again return to the regular classes. Six schools use special or opportunity rooms for slow-moving, over-age pupils. In these rooms the course of study is adapted to the needs of each individual and no more is attempted than can be done to advantage.

2. Credit plan.—The following credit plan has been found serviceable in one junior high school:

TABLE OF CREDITS FOR GRADUATION

Credits required for graduation, 32. Included in these 32 credits there must be: 3 credits in physical education; 2 credits in music, or 1 credit in music and 1 credit in oral expression; 6 credits in English; 2 credits in either ninth-grade science or social science.

Required			Elective		
Subject	Hours per Week	Credit	Subject	Hours per Week	Credit
L-7					
English	5	1	Band	2	½
Mathematics	5	1	Orchestra	2	½
Social Science	5	1			
Physical Education and Music	5	½			
Clothing and Art (Girls)	5	½			
Mechanical Drawing and Art (Boys)	5	½			

TABLE OF CREDITS FOR GRADUATION—*Continued*

Required			Elective		
Subject	Hours per Week	Credit	Subject	Hours per Week	Credit
H-7					
English	5	1	Band	2	½
Mathematics	5	1	Orchestra	2	½
Social Science	5	1			
Physical Education and Music	5	½			
Foods and Arts (Girls)	5	½			
Woodwork and Home Mechanics or Art (Boys)	5	½			
L-8					
English	5	1	Band	2	½
Mathematics	5	1	Orchestra	2	½
Social Science	5	1	Glee Club	2	½
Science or Art	5	1			
Physical Education and Music or Oral Expression	5	½			
Household Arts	5	1			
Electric Shop	5	1			
H-8					
English	5	1	Band	2	½
Mathematics	5	1	Orchestra	2	½
Social Science	5	1	Glee Club	2	½
Physical Education	3	½	Spanish	5	1
Electives	10	2	French	5	1
Music or Oral Expression	2 or 3	½	Latin	5	1
			Science	5	1
			Art	5	1
			Woodshop	5	1
			Electricity	5	1
			Printing	5	1
			Household Arts	5	1
			Metal	5	1

TABLE OF CREDITS FOR GRADUATION—*Concluded*

Required			Elective		
Subject	Hours per Week	Credit	Subject	Hours per Week	Credit
(Collegiate Course)					
H-9 and L-9					
English	5	1	Band	2	½
Algebra	5	1	Art	5	1
Social Science or			Auto Shop	5	1
Science	5	1	Clothing	5	1
Physical Education.	3	½	Electricity	5	1
Electives	5 or 10	1 or 2	Foods	5	1
			Free Hand Drawing.	5	1
			Foreign Language...	5	1
			Glee Club	5	½
(Non-collegiate)					
H-9 and L-9					
English	5	1	Junior Business		
Social Science or			Training	5	1
Science	5	1	French	5	1
Physical Education.	3	½	Mechanical Drawing	5	1
Elective	10 or 15	2 or 3	Metal Shop	5	1
			Music Appreciation		
			and History	5	1
			Orchestra	2	½
			Science	5	1
			Social Science	5	1
			Spanish	5	1
			Theory of Music...	5	1
			Typewriting	5	1

Greater interest and effort have been noticeable in physical education, music, and oral expression classes where this plan has been in operation.

3. Eligibility rules for encouraging better marks.—An effective eligibility program in a junior high school can do a great deal in maintaining high standards in achievement and effort. Here are given a list of eligibility rules and an eligibility slip, in which the method and procedure have been found desirable in the furthering of the interest of pupils in their subjects:

ELIGIBILITY SLIP

Please fill out the following report regarding.....

and return directly to chairman of Activity Committee.

Subject	Teacher	Grade of Work Satisfactory	Attitude Satisfactory	Conduct Satisfactory	Application Satisfactory	Attendance

ELIGIBILITY PLAN

I. The extra-curricular activities to be covered by this committee shall be as follows:

1. Color guard
2. Guards
3. School officers
4. Bank tellers
5. Office helpers
6. School annual staff
7. Dramatics
8. Athletics
9. Lost and found
10. Ushers

Others may be added to this list from time to time.

II. Eligibility lists of pupils will be checked every two weeks. Pupils declared eligible will be so considered for the two weeks; if ineligible, for the same period.

III. Eligibility shall be based upon Scholarship, Effort, and Citizenship.

A. Scholarship and effort:

a) Any pupil to be eligible must be working in all subjects with such effort and success as shall be satisfactory to the eligibility committee.

b) Reinstatement after a semester's failure in academic work shall be at the discretion of the eligibility committee.

B. Citizenship:

No person shall be eligible to any extra-curricular activity or office in the gift of the Junior High School who in any way has brought disgrace upon his school or community.

IV. It shall be the duty of each pupil desiring to place or maintain himself upon the eligibility list to fill out an eligibility slip for each subject, including study.

These slips will be placed in the teachers' boxes for their vote and shall not be given to him but be returned to the chairman of the eligibility committee not later than the date stamped upon the slip.

Each home-room teacher is held responsible for reporting to the committee all pupils in her group who are members of any of the organizations above mentioned.

4. Honor societies.—It is well to have scholarship societies in the junior high school for the brilliant child who may need some such stimulus. However, there is a great need for a society or organization that will admit the average child and the sub-standard child, each of whom is giving his best in effort and achievement.

These average and sub-standard children crave recognition for meritorious service, be it in achievement, effort, or citizenship. There is probably nothing that will so encourage an adolescent child to try to succeed in his studies and in his citizenship more than some honor society which demands responsibilities that he is capable of assuming and which grants to him certain privileges.

5. Awards at graduation.—Some junior high schools encourage promotion and marks by awarding honors upon completion of the requirements for graduation. There is nothing that helps to induce participation in worth-while activities at the junior high school age more than visible and tangible rewards. Since at this period we are still training pupils in habit formation, any means that will assist in commendable habit formation should be welcomed.

I. *Conditions relating to Sombrero Society.* — The awards listed below are eagerly sought for in a junior high school where the honor society happens to be called the Sombrero Society. From one-half to three-fourths of the student body are members of this organization.

1. Points recorded on application blank for membership in Sombrero Society. These forms are kept on file in the general office.
2. Bronze Sombrero Pins that may be worn as long as a pupil is a member in good standing of the society.
3. Certificates of Merit.
   Each department and major activity of the school has the privilege of awarding certificates of merit to the two outstanding high nine pupils in their department, at the Honor Assembly held a short time before the close of each school semester (see form of certificate below).
4. Honorable Mention in Scholarship.
   Given to all high nines who have received twelve or more "1's" in the solid (five-hour) subjects during their six semesters in the junior high schools (see form below).
5. Honorable Mention in Citizenship.
   Given to high nine pupils who have been members of the Sombrero Society for three consecutive semesters including the high ninth grade (see form below).
6. Sombrero Award.
   A gold Sombrero pin given to high nine pupils who have been members of the society for six semesters.

II. *Types of certificates of award.*—These certificates of award consist of the following: "Certificate of Merit," "Honorable Mention in Scholarship," and "Honorable Mention in Citizenship." They are highly prized by the recipients. Certificates are made by boys in the Print Shop and folders are made by Art classes.

CERTIFICATE OF MERIT

"Work done squarely and unwasted days."—LOWELL

The ..... Junior High School, ..., California takes great pleasure in awarding to

.....

this certificate of merit for proficiency in.....

.....	.....	.....
Vice-Principal	Principal	Vice-Principal

HONORABLE MENTION IN SCHOLARSHIP

"How much better it is to get wisdom than gold;
And to get understanding is rather to be chosen than silver."
—PROVERBS OF SOLOMON

The ..... Junior High School, ..., California is delighted to award Honors in Scholarship to

.....

Class of.....

.....	.....	.....
Vice-Principal	Principal	Vice-Principal

HONORABLE MENTION IN CITIZENSHIP

"The first requisite of a good citizen in this republic of ours is that he should be able and willing to pull his own weight; and furthermore, that in doing his work he shall show, not only the capacity for sturdy self-help, but also self-respecting regard for the rights of others."—ROOSEVELT

The ..... Junior High School, ... California believes that .....
has served with distinction in Citizenship during the terms spent here and presents this certificate in recognition of such services.

.....	.....	.....
Vice-Principal	Principal	Vice-Principal

6. Home-room and counseling program.—Where the school is organized on the home-room plan and in addition has a group of trained counselors, the possibility of raising the amount of achievement and effort is tremendous.

When the teacher first notices a slump in the work of the pupil she should get in touch with both the pupil and his home in an attempt to properly diagnose the case and prescribe adequate treatment. If at the same time she will notify the home-room teacher and counselor, there will be a double and possibly a triple check on the pupil.

If the counselor should receive from two or more teachers notices concerning unsatisfactory progress of this pupil, she should give the child the benefit of her special training in assisting him to return to normal conditions.

Such a counseling program has a vital effect in developing scholarship and encouraging pupils to continue their education.

CONCLUSION

It is quite evident from the results of the questionnaire that no one item is used exclusively as a criterion for either marks or promotion. Such factors as achievement, effort, interest, deportment, co-operation, social development, general knowledge, chronological age, application, ability, and attendance all influence the school mark; while such factors as effort, achievement, chronological age, social development, general intelligence, citizenship, health, and interest affect the promotion of pupils.

There is no doubt that the mere mark of "A" or "1," or a "3" or "C" is not effective generally in inculcating a desire for further and better knowledge on the part of the child. Marks are at best rather crude devices for recording teacher estimates of achievement. However, the skillful teacher will always find effective means for motivating scholarship and school citizenship.

If administrators will become aware of the purpose and aims of guidance, if they will train teachers in the methods and technique of counseling, if they will give careful planning and direction to the development of the home-room program and student-body organization, and if they will stimulate activity in scholarship and citizenship by the rational use of honors and awards, they will discover that the individual pupil will value more highly his record of marks and will be more likely to achieve promotion to the next higher unit.

VII. MAKING THE CURRICULUM

BY SEYMOUR I. STONE,[1] F. H. SUTTON,[2]
AND WILLIAM MARTIN PROCTOR[3]

This chapter will be devoted to descriptions of curriculum-making for the junior high schools of Long Beach and Fresno, California. Each of these cities has a somewhat different curriculum-making procedure. While the plans described do not by any means cover all the possible varieties of curriculum-making, they do illustrate a rather wide difference in approach to the problem and for that reason will be of interest to other junior high school curriculum committees.

The curriculum is the heart of any school program of adaptation to the needs of its pupils. But particularly is this true of the junior high school. Just to have a 6-3-3 or a 6-4-4 administrative organization does not mean progress. Unless the program of studies is so constructed and carried out that it makes possible the fulfillment of the accepted aims of the junior high school, the assembling of three or four grades into one building and calling it a junior high school is merely an administrative convenience. There is no magic in the title. If there is any validity in the claim that early adolescence is pre-eminently the period for exploration of interests and abilities and for self-discovery, it must follow that the courses of study evolved for junior high school pupils must provide for dynamic experiences which involve the exercise of initiative, demand adaptation to new situations, and the application of acquired knowledges and skills to the solution of problems which mean something to the solvers of those problems. There is no justification for calling any school which continues to practice the "cold storage" theory of education a junior high school.

There is no way of guaranteeing that the adoption of the curriculum methods described in this chapter will actually result in "vitalized," "child-centered," or "adult-child-centered" cur-

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[2] Principal, Technical High School, Fresno, California.
[3] Professor of Education, Stanford University.

ricula. On the other hand, it can be fairly assumed that none of the progressive goals of junior high school education can be attained without an awakened and educationally "re-born" teaching staff. The chief virtue claimed for the methods herein set forth is that each of them depends upon the classroom teacher either for the entire task of curriculum construction or for active participation in that construction. This exposure of the classroom teacher to the best thinking along curriculum-making lines, regardless of the intrinsic worth of the particular course of study produced, cannot help awakening a spirit of inquiry and a consequent desire at least to approximate some of the ideals set forth in the courses of study which these teachers have helped to make or at least make over.

The Long Beach curriculum-making plan is described by Mr. Seymour I. Stone, who has had an active part in the curriculum revision program of that city.

THE LONG BEACH PLAN

No better introduction to the plan can be given than is stated in the foreword to all courses of study over the signature of the Superintendent of Schools, W. L. Stephens:

> The curricula of the Long Beach schools are the product of the constructive thinking of teachers, principals, supervisors, and specialists. They represent a serious attempt to provide the teacher with the subject-matter and methods which, when wisely interpreted and sanely applied, will stimulate the child to acquire knowledge and skill for the purpose of solving a problem that to him seems both important and necessary.
>
> We believe that the chief value of curriculum revision does not lie in the product made but in the process of the making. In the construction of the courses of study the outstanding benefit has been the rekindling of the intellectual life of all those who have participated in the enterprise. The effect of this purposeful thinking will have permanent value for years to come in terms of renewed interest in the problems of education, and of increased pride in the achievements of our schools.
>
> As long as society is changing and the objectives of education are evolving, the curricula will be subject to revision. However, after the second issue of the courses of study they will remain in force for a period of four or five years in order that their effects upon the school

careers of the children may be scientifically determined. Curricula that are constantly being changed or modified to satisfy individual desires, motives, objectives, or caprices are ineffective. The inevitable result of such instability in procedure and execution is highly detrimental to consistent progress. It is our purpose, therefore, to adhere strictly to a given course of study, after its second issue, until results can be determined with certainty and until more desirable educational processes have been developed.

A. Organization of the corps for work.—As stated by Superintendent Stephens, the formulation of curricula for any department is the product of the co-operative effort of all members of the corps. The curriculum department, however, is charged with the direct responsibility for production. Therefore, a brief description of this department is essential to an understanding of procedures and product. This description is necessitated, furthermore, by the fact that the type of organization for curricular production is interwoven in our basic philosophy with the procedures followed, with the content selected, and with the product obtained.

Director.—The head of this department is the director of curriculum, Mr. Emil Lange. He is responsible directly to the superintendent of schools. He is assisted by a curriculum consultant and a research assistant.

Consultant.—The curriculum consultant, Dr. L. Thomas Hopkins, of Columbia University, spends a week each year in consultation with the superintendent of schools, the director of curriculum, with production committees, or with such other groups as may be designated by the director of curriculum. It is his function to bring, out of a rich and varied experience, the results of the best thought and experimentation applicable to curricular problems.

Research assistant.—The research assistant makes intensive studies of theory and practice on any problem presented. The findings are presented in summarized form to the director of curriculum, the various production committees, or to others when directed by the head of the department.

Administrative committee.—Perhaps the most unique feature in the set-up is the committee of eighteen. This committee

is made up of representatives from the various segments as follows: elementary segment, six principals; junior high segment, six principals; senior high segment, the two senior high school principals, one senior high school vice-principal, and two senior high school counselors. The director of curriculum is chairman without vote.

Duties and functions of administrative committee.—This committee is responsible for drawing up the aims of education in Long Beach, the program of studies for each segment of the school system, for designating the general nature of the content of courses, and for indicating the general technique of instruction. The work of this committee precedes the making of courses of study in all fields. All changes in the program of studies, or important changes in point of emphasis, come before this group for consideration and recommendation to the superintendent.

The above-named functions are assigned to the committee of eighteen for two reasons. The first is the theory that the setting up of aims and time allotments, and the fitting of general techniques of instruction into those aims and time allotments are, primarily, processes of educational administration. The second reason is that these are problems for the generalist as distinguished from the specialist. If these premises are correct, it follows logically that the group in whom to vest these functions is this committee of principals and administrators.

Subcommittees.—For working purposes, the committee of eighteen is divided into three subcommittees comprised of the members from the several segments: elementary, junior high, and senior high. These subcommittees work out the details of the problems for their respective segments. All decisions, however, are subject to review and approval by the committee as a whole.

Curriculum duties of principals and supervisiors.—Principals, in their capacity as executive and supervisory heads of their respective buildings, are responsible for the installation and administration of the programs of study as adopted and the courses of study as produced.

Supervisors take a large part in the production of those courses of study that fall within the province of their respective departments. Some courses are written by them. In all other cases a skeleton outline is made by them and the final product is reviewed and approved by them. They, also, are present at meetings of the committee of eighteen whenever matters pertaining to their several departments are presented for consideration.

Production specialists and advisory committees.—The last element in curriculum construction in Long Beach is the production specialist. Practical experience has convinced the Long Beach administration that courses of study can best be written by a committee of one. This individual is chosen with utmost care, on the basis of outstanding ability. The qualities sought are understanding of the problems involved, ideas on those problems, and power to organize and find applications for those ideas. If a teacher does the writing he is relieved from classroom duties during the period of production. Consulting with, and reviewing the work of this production specialist, is an advisory committee composed of classroom teachers and the departmental supervisor. The director of curriculum, the curriculum consultant, and the research assistant each gives such aid to the production specialist and his advisory committee as may be needed.

Merits of plan.—It has been found that the foregoing plan makes possible a large quantity of production with economy and speed. The plan also tends to produce a better-organized course than one which is formulated by a committee comprised of several members. There is more creation and less of compromise evidenced in the product. The course as thus drafted is then tried out in the classroom. The second issue of the course represents the work of a committee of teachers who have experimented with the first draft. The author of the first draft is chairman of the revision committee.

Through this set-up all of the resources of the system are mobilized for curriculum production. Through this organization our people are endeavoring to build up programs of study

and curricula which are correlated with each other, which are articulated as between segments, and which are integrated from kindergarten to junior college in harmony with the aims and policies of this system. Into such a plan is fitted the junior high school portion of the program.

B. Steps in curricular formulation.—Fundamental guidance has been given to the Long Beach system by its curriculum consultant, Dr. L. Thomas Hopkins. The following steps in building up the curricular program were taken by the curriculum department under his leadership:

1. Stating the aims and purposes of education as conceived by the public schools of this community.
2. Setting up a program of study in harmony with those aims and purposes as judged by the criteria of sound educational theory, of accepted experimental studies, and of the best current practices.
3. Putting into the courses of study such content as seems best adapted to the above aims and in harmony with the criteria.
4. Indicating methods by which the above materials may best be used in order that the aims may be attained.
5. Stating definitely the outcomes to be expected.
6. Providing for means of measuring those outcomes.[4]

C. General aim of education in Long Beach.—The committee of eighteen made an intensive study of educational aims as revealed in educational literature. This study was facilitated by the work of the research assistant. Each member of the committee then formulated his own statement in the light of that study and in terms of local needs and problems. The various statements were then ranked by each member of the committee. The results of these rankings were then submitted to a subcommittee. Out of the report of this subcommittee the statement, which is shown on p. 148, was given final approval by the committee and the superintendent. The statement was then submitted to the Board of Education, and was by them adopted as an authorized policy.

[4] L. T. Hopkins, *Curriculum Principles and Practices* (Benj. H. Sanborn & Company), chaps. i-vii, pp. 1–286.

The tentative aim of education in the public schools of Long Beach, California, is to develop individuals so that they may have:

Healthy bodies,
Minds capable of effective thinking,
Wholesome attitudes, appreciations, emotions, and conduct,
Reverence for the spiritual values of life,

to the end that both in the present and future they may contribute to good citizenship in school, community, nation, and world by

Meeting adequately the commonly recognized needs of life,
Participating in the cultural aspects of civilization,
Enjoying right home relationships,
Making wise use of leisure time,
Respecting and obeying law,
Utilizing special abilities in rendering service for the welfare of all.

It is evident that the foregoing statement adheres to the spirit of the seven cardinal principles as set forth by the National Education Association commission on the reorganization of secondary education.[5]

D. Program of studies.—The program of studies for the junior high schools, as approved by the Committee of Eighteen, is shown on the opposite page.

The superintendent has extended the application of the principle of stability, of no change in the curriculum for four or five years, to include this program of studies. In accordance therewith the said program of studies will remain effective until the close of the school year 1930–31.

It will be observed that there is no allowance for electives during one-half of the junior high school course, i.e., for 7B, 7A, and 8B. In Grade 8A four or five elective hours are provided and in 9B and 9A, thirteen to fifteen elective hours are available. This practice is based on the theory that the function of the first half of the junior high school course should be predominantly exploratory. In this way every student is exposed to the same experiences and is thereby provided with the bases for selecting his optional courses for the second half of his junior high school career.

[5] *Cardinal Principals of Secondary Education, Bureau of Education Bulletin,* 1918, No. 35.

Subjects	Grades by Half-Years					
	7B	7A	8B	8A	9B	9A
English	5	5	5	5	5	5
Mathematics	5	5	5	5	..	..
Social science	5	5	5	5	5	5
General science	2	3	5	5	..	..
Exploratory courses*	4	4	4	..	..	..
Music	3	2	2	2	..	..
Art	2	2	2	2	..	..
Physical education	3	3	3	3	3	3
Total required	29	29	31	27	13	13
Total elective	0	0	0	4 or 5	11 to 15†	

Electives for Grade 8A

	Periods		Periods
Agriculture	4	Industrial arts	4
Art	4	Music	5
Exploratory language	4	Typing	5
Home economics	4		

Electives for Grades 9B and 9A

	Periods		Periods
Agriculture	5 or 10	Spanish	5
Art	5 or 10	Typing	5
Home economics	5 or 10	Junior business training	5
Industrial arts	5 or 10	Library training (¼ unit maximum credit)	
General mathematics	5	Office practice in counselor's or principal's office (¼ unit maximum credit)	
General science	5		
Latin	5		
Music	5		
Oral English (dramatics, debate, public speaking)	5		

* Suggested Exploratory Industrial Arts courses are given below. (Any two courses from each group may be offered by a junior high school according to building equipment and general desirability.)

7B	7A	8B
Agriculture	Electricity	General Mechanics
Home Economics	General Mechanics	Printing
Mechanical Drawing	Sheet Metal	Woodshop

† Normal student load in the ninth grade is 4 or 4½ solids, plus physical education. (A solid is a subject giving one unit of credit per year, or ½ unit per semester.) Recommended grades in 4 solids for preceding semester permits load of 5 solids.

E. Criteria for the selection of content.—Having given aims and time allotments, the most pressing problem in the practical task of writing courses of study is the selection of content. In making this selection the committees on production have been guided by the following criteria:

1. Does the material have high frequency of occurrence in present social life?
2. Is the material more effectively taught by the school than by other social agencies?
3. Should the material be introduced as a means of producing desirable changes in social life?
4. Is the material within the interests, the experiences, and the capacities of the children?
5. Does the material correlate with other subjects?
6. Does the material have high relative value in fulfilling the aims of the course?
7. Does the material have high relative value in reaching the objectives of teaching units as determined by scientific studies?[6]

F. Typical junior high school course of study.—Typical courses are indicated by the following outlines:

GENERAL SCIENCE

1. *Aims:*

The aims of junior high school science are:

a) To give the pupil an understanding and appreciation of his everyday environment and how man utilizes or controls it.

b) To give training in the scientific method of thinking and doing.

c) To train the pupil to utilize the fund of valuable information in solving the problems of his home, industrial and social life.

d) To develop the proper ideals, attitudes, and habits that aid in furthering all the aims of science.

e) To develop the ability to appreciate and utilize the scientific basis for health.

[6] Hopkins, *op. cit.*, pp. 124–170.

2. *Units of work required:*

		Weeks
7B	Unit 1. The Food We Eat	9
	Unit 2. Water	8
7A	Unit 3. The Air We Breathe	8
	Unit 4. Micro-Organisms	8
	Unit 5. First Aid	3
8B	Unit 1. Shelter	2
	Unit 2. Lighting and Heating the Home	7
	Unit 3. Pleasure in the Home	3
	Unit 4. The Needs of the Body	6
8A	Unit 5. Climate	5
	Unit 6. Transportation	7
	Unit 7. Electricity	7

3. *Procedures:*

The first week of the 7B work is devoted to introducing the pupil to the study of science:

Pupil Introduction

A. What is science?
   1. The scientific method.

B. Why do we study science?
   1. Uses to which we put our knowledge of and experience with science:

a) Keeping ourselves well
b) Value in industry
c) Value in the home
d) Value in leisure time
e) Value in our community

C. Results of insufficient scientific knowledge.
   1. Unnecessary fear of animals
   2. Superstition
   3. Myths

Student References

Hunter and Whitman, *Civic Science in the Home.*
Winslow, *Healthy Living,* Book II, pp. 261–277.

4. *Sample unit in detail:*

To give an idea how scientific principles are developed in the junior high school, the main topics of the shortest unit from the 8B course are reproduced.

UNIT I. SHELTER. TWO WEEKS

Aims:

To learn the scientific principles involved in planning or choosing a home wisely

Content:

A. Introduction
   1. Necessity of a home
      a) Protection
      b) Conservation of human energy
   2. Factors determining the desirability of a home
B. Location
   1. Physical environment
   2. Scientific benefits provided by community
C. Planning a home
   1. Exterior
   2. Interior
   3. Materials used in building

(*Student References.*—Webb and Didcolt, *Early Steps in Science,* pp. 1–31; *The Science of Everyday Life,* pp. 256–277.)

Class Activities:

1. Secure samples of different kinds of wood, illustrating different ways of saving lumber.
2. Determine age of trees by the rings.
3. Collect samples of different kinds of building material.
4. Make some plaster; concrete.
5. Study how steel is obtained.
6. Study plans of a house as to conveniences, appearances, provisions for health, etc.

Outcomes:

1. Ability to recognize the common woods used in building homes
2. Knowledge of the properties of wood, steel, cement, and glass which make these desirable building materials
3. Knowledge of the sources of building materials of all kinds
4. Knowledge that a desirable home depends upon proper application of the principles of science

As soon as a course of study has been worked out according to the described procedure it is mimeographed and put into the

hands of the classroom teachers. By the teachers it is tried out, under the supervision of the director of curriculum for one year. The revised or second draft of the course of study is worked out by a committee of classroom teachers who have experimented with it, under the chairmanship of the production specialist who wrote the course in the first place. After being thus revised the course, if approved by the Committee of Eighteen, is recommended for adoption. If finally adopted it is put into force and becomes the official course of study in that subject for a period of four or five years. Thus, after being produced under expert supervision and tried out under favorable circumstances and finally revised by those most competent to judge of its availability and adaptability, the Long Beach junior high school course of study is being gradually adapted to the needs of junior high school pupils in a way that is proving to be most satisfactory.

THE FRESNO PLAN

A. Curriculum philosophy back of the Fresno plan.—The Fresno committees were influenced in their curriculum-thinking and procedures by the writings of authorities in the field such as Charters,[7] Rugg,[8] Waples,[9] and Morrison.[10] While the authors just named influenced the curriculum-thinking of the course of study revision committees, these committees made their own interpretations and adaptations to suit the local situation. The "two-centered" curriculum, i.e., the "child-adult" type was favored, as against the "child-centered" or the "adult-centered" exclusively. This attitude was taken in the belief that civilization is the product or outcome of social development and that when the curriculum is built for the benefit of the child the

[7] W. W. Charters, *Curriculum Construction,* Macmillan Co., 1923.

[8] H. O. Rugg, *Twenty-Sixth Yearbook,* National Society of Secondary Educators, Part II, 1927, pp. 3–83.

[9] Douglass Waples, "Content Analysis in Curriculum Making," *Journal of Educational Research* (January 1926), Vol. XIII, pp. 1–10.

[10] H. C. Morrison, *The Practice of Teaching in Secondary Schools,* University of Chicago Press, 1926.

adult should be the ultimate pattern; also that the accumulated experience of the race should be used to bring the child out of the state of immaturity in which the teacher finds him and into a state of self-reliance and self-direction where he becomes a properly motivated contributor to the social order of which he is a part.

B. Method of procedure.—The content-analysis method developed by Waples in the article above referred to was adopted and is herewith presented in its restated form because it gives the best idea of the procedure which was followed by the Fresno committees in developing the junior high school courses of study:

1. Develop a detailed outline of specific course as taught at the present time, classifying and subdividing the topics in such a way that every topic worthy of a place in the course will appear.
2. With the accepted educational objectives as guides, list the topics in the order of their probable contribution to these objectives and their value in the real life activities of the pupils enrolled in the class.
3. Again with the objectives as guides, make a parallel list of the typical life situations in which you believe each topic should be most usefully applied. This is best done by translating each topic into the specific difficulties, if any, which mastery of the topic would help to overcome.
4. Submit the parallel lists to other successful teachers of the subject, asking each to check the typical life situations which are considered most important, most frequently met, and difficult to meet successfully. Also request that any new situations be added which are considered of equal importance for the given pupil.
5. Obtain further ratings of these situations from adults representing the social and occupational groups which the pupils of the given classes are likely to enter. Continue these ratings until a perceptible agreement is reached in the situations checked.
6. Retain in the reconstructed course these topics from the original course for which the parallel situations are most frequently checked as important, frequent, and difficult. Eliminate other topics of the original course unless knowledge of the material therein is essential to adequate presentation of the topics retained and unless the mastery of such materials in some way makes a distinct contribution to the objectives.
7. Supply such data not contained in the original course, as will better enable the pupil to deal with the typical life situations, which situations have been checked with the original objectives.

8. Organize the selected situations in problem form and in proper instructional order.

9. Arrange the data supplied together with the data retained from the original course with reference to the selected situations as thus organized. Make a final check of each sub-topic showing its contribution to some point in the general objectives.

10. Be prepared to make an evaluation of the materials which finally appear in the course of study according to the system exhibited in Chart II (see page 162).

C. Development of general and specific objectives.—A scientific method of constructing educational objectives should be developed and accepted by course-of-study committees before the actual construction takes place. Educational objectives cannot be developed which are appropriate to a specific community until a trait and activity analysis of that community has been made. The traits and activities thus brought out constitute the major objectives. Since it is impossible under most conditions to follow this procedure, it is usually desirable to make a study of the various sets of objectives which have been proposed by leading educators, reclassifying them and restating them so that they will apply to local conditions in a given community. This procedure was followed and the objectives for the guidance of the course of study committees in Fresno were developed according to the seven-point classification of the *Cardinal Principles of Secondary Education.*[1]

General objectives of secondary education.—Materials for the subjects of instruction in secondary schools should be so selected and presented by the teachers that mastery of these materials on the part of the student will develop in him the ability and desire: first, to maintain health and develop physical fitness; second, to acquire command of the fundamentals; third, to create worthy home membership; fourth, to become an efficient citizen; fifth, to employ leisure time profitably; sixth, to prepare for a vocation; and, seventh, to develop high standards of ethics. The general scheme is outlined as follows:

[1] U.S. Bureau of Education, *Bulletin No. 35,* 1918.

I. *Maintain health and physical fitness by*
   1. Practicing healthful living through
      a) Choice of proper food
      b) Utilization of muscular exercises
      c) Maintenance of correct posture
      d) Physical and mental relaxation
      e) Choice of proper clothing
      f) Adoption of a balanced daily schedule of living
   2. Appreciating and practicing good sportsmanship through participating in physical group activities
   3. Assuming civic responsibilities through
      a) Use of precaution against spread of disease
      b) Promotion of healthful working conditions
      c) Provision for periodic physical examinations
   4. Rendering first aid skilfully in case of
      a) Sickness
      b) Accident

II. *Acquire a command of fundamental processes by*
   1. Using correct oral and written English through
      a) Conversation
      b) Recounting one's experiences
      c) Debating
      d) Organizing and expressing one's thought in written form such as: (*a*) memoranda, (*b*) letters, etc.
      e) Spelling correctly one's written vocabulary
      f) Using good form, order, and arrangement in all of one's written work; paragraphing, capitalization, punctuation, and legible penmanship
   2. Understanding correct oral and written expression through
      a) Intelligent use of dictionaries, encyclopedias, atlas, handbooks, and other library and reference helps
      b) Reading all forms of literature
      c) Using time-tables and maps
      d) Using graphs, diagrams, and statistical tables
   3. Performing with ease, accuracy, and speed the fundamental arithmetical operations used in
      a) Addition, subtraction, division, and multiplication applied to daily life, such as making household budgets, paying bills, marketing, counting change, etc.
      b) Percentage in figuring interest, discount, loss and gain in buying and selling
      c) Quantitative measures needed for recipes and medical prescriptions

4. Understanding the language symbols of the fine arts in
   a) Music, through sense of rhythm
   b) Art, through sense of perspective
5. Using and understanding the fundamentals of a foreign language needed as base for:
   a) Further study
   b) Social and business intercourse
   c) Reading foreign literature

III. *Create worthy home membership by*

1. Maintaining a proper standard of living through
   a) Preparing one's self for more efficient earning
   b) Budgeting of expenses and safe investments
   c) Keeping one's self physically fit, morally clean, mentally alert, and socially efficient and progressive
2. Managing the home in such a way as to increase the comforts and happiness for those who live therein through
   a) Performing appropriately home duties
   b) Providing for general culture
3. Rearing children through
   a) Assuming parental responsibility
   b) Understanding thoroughly the science, conduct, and emotions affecting child growth
4. Maintaining the health of the family through
   a) Proper selection of food, household equipment, and health rules
5. Maintaining proper housing conditions through
   a) Knowing the fundamental elements in the planning, quality, and maintenance of home and equipment
6. Maintaining correct clothing standards through
   a) Designing, selecting, and maintaining the clothing appropriate to the income

IV. *Become an efficient citizen by*

1. Acting and reacting as a member of a larger group in agencies that make for solidarity and likemindedness such as
   a) Student-body organizations
   b) Political parties
   c) World relationships
2. Viewing the specialized groups not as independent and separate from, but harmonizing with the social whole through
   a) Clubs
   b) The home, the church, and the school
   c) Agencies of government and various service organizations

3. Doing his share as an individual member of large or specialized groups, through perceiving the unity of life while at the same time seeing the individual rights and harmonizing these with group responsibility through
   a) Assuming of responsibility and maintaining proper and wholesome attitudes regarding specialized groups, political activities, and general social intercourse in the community.

V. *Employ leisure time profitably by*
1. Reading in order to
   a) Enrich one's cultural background
   b) Widen the range of thought
   c) Awaken an interest in man and his activities
2. Participating in
   a) Community life such as (1) civic clubs, (2) elections, (3) discussion of public questions, etc.
   b) Games of all kinds such as golf, tennis, baseball
   c) Social activities of the home and the community
3. Showing appreciation of
   a) All things aesthetic, including nature and creations of man

VI. *Develop in the student the ability and the desire to prepare for a vocation by*
1. Creating a desire for honorable economic success in life through
   a) Adopting methods used by successful men
   b) Courtesy and honesty
   c) Recognizing personal obligation to one's self and to society
2. Stimulating interest in a special occupation through
   a) Determining by experimentation if the occupation affords personal pleasure
   b) Learning up-to-date methods
   c) Developing executive ability
3. Acquiring expert knowledge and skill in a particular occupation in order to
   a) Attain a higher standard than the average man in the occupation

VII. *Develop high standards of ethics by*
1. Training to adjust individual and group differences through
   a) Accepted equitable adjustments in individual and community life activities

2. Acquiring the ability to
   a) Maintain one's equilibrium during times of stress, suspense, or emotion
   b) Show regard and recognition of the opinions and accomplishments of others
3. Performing disagreeable tasks readily and willingly
4. Practicing fundamental virtues such as
   a) Habits of initiative, industry, reverence, etc.
5. Appreciating the need of moral, ethical, and religious standards through
   a) Developing a belief in the Supreme Being and a desire to follow the world's intellectual leadership.

Specific objectives for each classroom subject.—Following the general scheme outlined in the objectives stated above, specific objectives were developed for each classroom subject. The course of study committees found that in most instances, the development which occurred in the set of general objectives would fit almost perfectly into the scheme of specific aims for a given classroom subject.

1. *Basic considerations in formulating specific objectives.*—The junior high school idea recognizes that:
   a) Pupils learn more rapidly and more permanently when they appreciate the significance of what they are learning.
   b) It is necessary to analyze social needs.
   c) Pupils differ in their ability to learn.
   d) Valid educational measurements are needed.
   e) The pupil should be given an opportunity to explore the different fields of knowledge, so that he may secure some notion of their nature and thereby discover his aptitudes and interests in these fields.
   f) The junior high school curriculum should be practical, simple, extensive rather than intensive, and that it should emphasize power or mastery rather than method or technique.
2. *Purpose that should be reflected in specific objectives.*—The materials of instruction should be selected in the light of well-defined goals to be attained. Conversely it should be

possible to test the efficiency of the teaching of a given course of study by discovering whether that teaching has resulted in the attainment of the aims or goals set up for it.

3. *Sample sets of specific objectives.*—Sample sets of specific objectives for junior high school courses of study are shown below:

I. *Junior High School English*
   1. Read intelligently and appreciatively the best books he is capable of reading that he may quicken his imagination; acquaint himself with the deeds of heroism, chivalry, and romance, enrich his own life through the experiences of others; and respond to noble sentiments and ideals.
   2. Train the eye, ear, and speech in correct written and oral usage and in a variety of sentence structure.
   3. Grow in power, select ideas, organize them, establish the sentence sense, eradicate errors, develop accuracy of the mechanics of expression.

II. *Junior High School Mathematics*
   1. Think quantitatively about the problems of the home, the farm, the store, the local government, etc.
   2. Understand common business practice.
   3. Obtain an understanding of the properties of common space forms and relations, together with the ability to solve the more practical problems pertaining to those forms.
   4. Be able to think in terms of mathematical law, to use its language or notation, and to develop some facility in applying these laws in the solution of problems.
   5. Develop powers of independent thinking, of originality, and of initiative.
   6. Acquire a high degree of accuracy in the fundamental processes.

III. *Junior High School Social Science*
   1. Share in the training for effective citizenship through arousing interest in and knowledge of the duties he owes to his community and the world at large, and through the development of a social, economic, and vocational vision.

IV. *Junior High School General Science*
   1. Learn self-preservation, the development of good citizenship, and fitness for complete and joyful living.

V. *Junior High School Foreign Language*

1. Foster ideals of citizenship through the removal of racial prejudices and an understanding of people of foreign birth.
2. Broaden one's culture through the study of history, art, literature, etc., in another tongue.
3. Develop power and ability in oral and written expression in a foreign language.

The evaluation of general and specific objectives.—The preliminary activity of each course of study committee was to set up the general objectives of the entire course of study in that subject, e.g., Junior High School Mathematics, and then to set up specific objectives for each subdivision of that course of study, such as Seventh-Grade Mathematics, etc. When a tentative course of study had been developed for each specific subject in a given field, the committee undertook to evaluate the materials of that course of study to determine whether given items of that material were of sufficient value to be retained in the final draft of the course. The technique employed was to inspect each of the units of instruction and the sub-topics under these units, in the light of the general and specific objectives which had been adopted, samples of which have been given. Materials were finally selected or rejected in the light of the contribution, or lack of contribution, which they made to the general and specific objectives which had been adopted as the evaluation criteria.

Chart II, on page 162, illustrates the method employed. The unit of instruction selected has to do with immigration and is taken from the ninth-grade course of study in Social Science. The general objective here employed is that of "efficient citizenship." The analysis of this general objective is made under three main headings, "A," "B," and "C," with from six to twelve sub-items under each heading. This analysis occupies the left-hand margin of the chart. The problem analyzed from the unit on immigration is entitled "Problem 1, Why is immigration a problem in every community?" There are eight items under this problem, each representing a vertical column which runs the length of the chart. In the chart an *X* is placed in the

CHART II

Showing how the general objectives were used in the evaluation of the materials contained in the courses of study. Sample taken from course in Ninth-Grade Social Studies, to which General Objective No. IV, "Becoming a Good Citizen," is applied. Instruction unit evaluated "Immigration."

PROBLEM 1
Why is immigration a problem in every community?

One becomes an efficient citizen by:	How does immigration affect the labor situation?	What other problems usually accompany immigration?	What characteristics are desirable in immigration?	What races have been a special problem and why?	Why is the so-called new immigrant a problem?	Reports on immigration since 1820	Reports and graphs showing the contributions of the immigrants to our industrial life	Reports showing contributions of immigrants to other phases of American life
A. Acting and reacting as a member of a larger group in agencies that make for solidarity and likemindedness, such as:								
1. Student body organizations	..	..	..	..	..	..	..	X
2. Cosmopolitan clubs	..	..	..	..	..	..	..	X
3. Political parties	X	..	..	..	..	..	..	X
4. American Federation of Labor	X	..	..	..	X	X	X	..
5. Organizations representing capital	X	..	X	X	X	X	X	X
6. World contacts and relationships	X	X	..	X	..	X	X	X
B. Viewing the specialized groups not as independent and separate from, but as harmonizing with, the social whole, through:								
1. Spanish clubs, etc.	..	..	..	..	..	..	..	X
2. Nature Study Clubs	..	..	..	..	..	..	..	X
3. The home	..	..	X	..	..	..	..	X
4. Churches	..	..	X	..	..	..	..	X
5. Schools	..	X	X	X	..	X	..	X
6. Local, county, and state governments	..	X	X	X	X	X	X	X
7. Public utilities	X	..	..	..	..	X	X	..
8. Service organizations	..	..	..	..	..	..	..	X
C. Doing his share as an individual member of large or specialized groups, through perceiving the unity of life, while at the same time seeing the individual rights and harmonizing these with group responsibility by:								
1. Discussing habits, ideals, and purposes of large or small specialized groups	X	X	X	X	X	..	X	X
2. Gaining a knowledge of the functions of our many institutions	X	X	X	X	X	..	X	X
3. Voting intelligently	X	X	X	X	X	X	X	X
4. Sharing public opinion	X	X	X	X	X	..	..	..
5. Helping to maintain the standards set up by each group	X	X	X	X	X	..	..	..
6. Organizing and using social facts effectively in arriving at valid conclusions	..	X	X	..	..	..	..	..
7. Protecting one's self from political prejudices and fallacies	X	X	X	X	X	..	..	..
8. Being able to see the rights of others within the social whole	..	X	..	..	..	..	..	..
9. Having the disposition as a consumer to avoid waste	..	..	..	..	..	..	..	X
10. Having a sufficient knowledge of the laws one is expected to obey	..	X	..	..	X	..	..	..
11. Choosing wisely an occupation in which one can give good service to one's self, to one's family, and to society	X	X	X	X	X	X	X	X
12. Assuming responsibility of leadership if one is called upon	..	X	X	X	X	..	..	X

vertical column opposite each item in the sub-heads of the general objective, to which an item under the "problem" makes a contribution. For example item (*a*) under the problem, "How does immigration affect the labor situation?" is represented in the chart as contributing to items 3, 4, 5, and 6 of sub-heading "A," to item 7 of sub-heading "B," and to items 1, 2, 3, 4, 5, 7, and 11 of sub-heading "C" under the general objective "efficient citizenship."

The chart simply illustrates how one problem pertaining to a single unit of instruction was evaluated by having the *X*'s indicate where instructional materials make definite contributions to educational objectives. In like manner, all the units of instruction for a given subject could be checked against the seven general educational objectives, and their value in attaining those objectives could be established.

D. The Fresno program of studies for junior high schools.—The tabulations shown on pp. 164 and 165 (Schedules A and B) give the program of studies by grades and typical study programs for seventh, eighth, and ninth grades.

There may be room for argument in regard to the apparently meager opportunity for election in the seventh and eighth grades of the Fresno program of studies. However, it is felt that the element of exploration is important and that this can be accomplished as well by effective handling of content and method in the courses of study themselves as by permitting a wide range of choice in subjects. If a great variety of exploratory material is provided in the activities of the courses themselves the self-finding objective is attained more effectively where constants occupy most of the time during the seventh and eighth grades, because all of the children are then exposed to the same exploratory material. The course of study content and the teacher who handles it are of greater importance than a large list of elective subjects. The Fresno committees undertook to provide such materials and activities in the constants or required subjects in order that the exploratory function of the junior high school might be amply carried out.

SCHEDULE A

Program of Studies by Grades

Classroom Subjects	Grades		
	Seven	Eight	Nine
	Periods per Week	Periods per Week	Periods per Week
Constants			
1. English	8	5	5
2. Social Science	5	5	5
3. Mathematics	5	5	..
4. Home Economics	(2)*	(2)	..
5. Shop	(2)*	(2)	..
6. Music and Art	(5)†	(5)	..
7. Physical Education	3	3	3
8. Assembly	1	1	..
9. General Science	..	5	..
Total constant or required	29	31	13
Variables			
1. Language (Foreign)‡	5	5	5
2. Mathematics	..	..	5
3. General Science	..	..	5
4. Home Economics	..	..	5
5. General Shop	..	..	5
6. Art	..	..	5
7. Music	..	..	5
8. Clubs	1	1	1

* Choice of Home Economics, or Shop for 2 periods.
† Art 2 periods, Music 3 periods in seventh grade, and reverse in eighth grade.
‡ In order to take Foreign Language as an elective in the seventh or eighth grades, the student would have to carry 35 to 37 periods per week.

SUMMARY

1. In the description of the Long Beach plan more attention is given to the administrative set-up for curriculum revision. An expert consultant is provided, also a full-time director of curriculum revision. The courses are revised under the general policy-making direction of a Committee of Eighteen, representing all units of the school system. The actual writing of the courses is in the hands of "production specialists," i.e., subject-matter teachers who are released from teaching duties to write

SCHEDULE B

Typical Individual Pupil Study Programs

1. *Seventh Grade Pupil's Program*

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
I	English	English	English	English	English
II	Math.	Math.	Math.	Math.	Math.
III	Soc. Sci.	Soc. Sci.	Soc. Sci.	Soc. Sci.	Soc. Sci.
IV	H.E.-Shop	Phys. Ed.	H.E.-Shop	Phys. Ed.	Phys. Ed.
V	Music	Art	Music	Art	Music
VI	English	English	Assembly	English	Club*
(VII)*	For. Lang.	For. Lang.	For. Lang.	For. Lang.	For. Lang.

2. *Eighth Grade Pupil's Program* (No elective taken)

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
I	Math.	Math.	Math.	Math.	Math.
II	Shop.-H.E.	Phys. Ed.	Shop-H.E.	Phys. Ed.	Phys. Ed.
III	Soc. Sci.	Soc. Sci.	Soc. Sci.	Soc. Sci.	Soc. Sci.
IV	Art	Music	Art	Music	Art
V	Gen. Sci.	Gen. Sci.	Gen. Sci.	Gen. Sci.	Gen. Sci.
VI	English	English	English	English	English

3. *Ninth Grade Pupil's Program* (Latin and Mathematics elective)

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
I	Latin	Latin	Latin	Latin	Latin
II	English	English	English	English	English
III	Study	Study	Study	Study	Study
IV	Soc. Sci.	Soc. Sci.	Soc. Sci.	Soc. Sci.	Soc. Sci.
V	Math.	Math.	Math.	Math.	Math.

* Elective.

the courses of study in their own fields. When the first draft of a course has been made it is tried out for a certain period, then is revised by a committee of which the production specialist is chairman and classroom teachers are the other members. When second draft is completed and adopted it becomes the official course of study for a period of four or five years.

2. General aims are stated, which are in conformity with the *Cardinal Principles of Secondary Education;* criteria for the selection of content are given; and specific aims are outlined for a typical junior high school subject, such as General Science; also sample outlines of a course, and sample treatment of a given unit of that course are given in some detail; likewise the Long Beach program of studies for junior high schools is given.

3. The Fresno plan is an example of a junior high school curriculum being revised by teacher committees under the supervision of their own administrative officers and without the employment of an outside curriculum consultant. The curriculum philosophy of such curriculum specialists as Charters, Rugg, Waples, and Morrison furnishes inspiration and suggestions to the Fresno committees. In the main the Waples technique of content analysis is followed.

4. In developing general objectives the *Cardinal Principles of Secondary Education* are followed rather closely, with well-stated and meaningful sub-heads, under each of the seven main objectives. Specific objectives employed are given for several of the junior high school subjects, and a method of checking course of study content against the main objectives of junior high school education is given with illustrative chart. Finally, the Fresno junior high school program, together with illustrative individual pupil programs, is set forth.

VIII. ABILITY GROUPING AND HANDLING OF OVER-AGE PUPILS

BY J. R. OVERTURF,[1] JAMES F. BURSCH,[2] AND CLYDE FINGER[3]

Inasmuch as one of the principal functions of the junior high school is the recognition of individual differences and the provision of work suitable for pupils of varying intelligence, it follows that proper grouping of these pupils will tend to improve the results of instruction, which is the primary function of school administration.

THE SACRAMENTO CRITERIA FOR ABILITY GROUPING[1, 2]

Following are certain facts concerning the high-eighth-grade population of the Sacramento City Schools. Representing, as it does, one-half of a school grade in classification, there are some grounds for assuming *a priori* that it is a homogeneous group. It will be pointed out in the following pages in what respects this group is not homogeneous and why, therefore, ability grouping is desirable.

Need for grouping.—The group described consists of pupils, approximately half of whom have spent one and one-half years in junior high schools following six years in elementary schools, while the other half have come up through eight-year elementary schools. However, these eight-year elementary schools are departmentalized above the sixth grade. The authors feel that a more intensive study of this group will throw as much light on the need for ability grouping in the junior high schools as would a more extensive study of all junior high school grades. As recognized in Sacramento, these would include grades seven, eight, and nine. Another more practical reason for basing the discussion on this high-eighth-grade group is that more complete data are available concerning them than concerning any other segment of the Sacramento junior high school population.

[1] Deputy Superintendent of Schools, Sacramento, California.
[2] Director of Research and Guidance, Sacramento, California.
[3] Principal, W. P. Frick Junior High School, Oakland, California.

Difference in ages.—Table VIII indicates that knowledge of a child's birth-date will not reliably predict when he will reach the high eighth grade. Of the 706 cases included in this table,

TABLE VIII

AGE DISTRIBUTION OF SACRAMENTO HIGH-EIGHTH-GRADE PUPILS, SEGREGATED BY SEX*

Age	Boys	Girls	Total
10½	1	...	1
11	...	...	0
11½	1	...	1
12	1	3	4
12½	13	15	28
13	25	45	70
13½	79	97	176
14	68	84	152
14½	59	51	110
15	39	28	67
15½	22	22	44
16	13	17	30
16½	7	5	12
17	3	...	3
17½	4	1	5
18	3	...	3
Totals	338	368	706
Accelerated	41	63	104
Normal	147	181	328
Retarded	150	124	274
Accelerated	12.1%	17.1%	14.7%
Normal	43.4%	49.1%	46.4%
Retarded	44.3%	33.6%	38.5%

* This table is to be interpreted as follows: Age 13 means from 12 years and 9 months to 13 years and 3 months. Age 13½ means from 13 years and 3 months to 13 years and 9 months.

104, or 14.7 per cent, reached the high eighth grade before they were 13 years and 4 months of age; 274, or 38.5 per cent, did not reach this grade until they were past 14 years and 3 months of age.

Differences in rate of progress.—Mistaken conclusions may be drawn from Table VIII since it does not indicate when the different pupils started to school. Table IX throws some light

TABLE IX

DISTRIBUTION OF SACRAMENTO HIGH-EIGHTH-GRADE PUPILS ACCORDING TO NUMBER OF YEARS SPENT IN SCHOOL, SEGREGATED BY SEX

Years Spent in School	Boys	Girls	Total
4½	1	1	1
5	1	...	1
5½	6	9	15
6	3	4	7
6½	29	41	70
7	28	25	53
7½	160	209	369
8	35	30	65
8½	55	37	92
9	5	5	10
9½	11	5	16
10	2	1	3
10½	2	1	3
Totals	337	368	705
Rapid	67	80	147
Normal	160	209	369
Slow	110	79	189
Rapid	19.8%	21.7%	20.8%
Normal	47.4%	56.9%	52.1%
Slow	32.3%	21.4%	26.8%

on this question by indicating the different amounts of time the members of this group have spent in school before entering the high eighth grade. It will be noted from this table that there is a difference of six years between the amounts of time spent by the slowest and most rapid pupils in getting through the seven and one-half preceding years of school work. In summarizing this table, it may be said that 20.8 per cent

of the group reached the high eighth grade ahead of scheduled time, while 26.8 per cent arrived behind time.

Differences in stage of physiological maturity.—The wide range of ages shown in Table VIII suggests that these pupils are far from being at the same stage of physiological maturity. Unquestionably there are in this same group, judged from the physical standpoint, those who are children, while others are men and women.

This statement is still more significant when applied to those who are "at-age" for the high eighth grade. Probably this group may be best described as those beyond 13 years and 3 months but not beyond 14 years and 3 months. Applying the Baldwin[4] norms, the following table indicates approximately the situation for the "at-age" group:

	Girls	Boys
Pre-Pubescent	15 per cent	40 per cent
Pubescent	38 per cent	28 per cent
Post-Pubescent	47 per cent	32 per cent

In some school systems, however, over-ageness is limited in any grade, and pupils are promoted when two years over-age, whether the accomplishment reaches grade standards or not. This necessitates the introduction of some factor other than chronological age in order to attain satisfactory classification. Mental age is widely used as a basic criterion upon which to build homogeneous groups of students.

Distribution of IQ's. — The following table, taken from the same school system as that used in Table VIII, illustrates the range of abilities to be found in the same high eighth grade expressed in G IQ's (Group Intelligence Quotients).

Unless pupils of such wide range in age and ability are grouped within narrower limits than those represented by the extremes of the foregoing tables, the following evils may result:

[4] B. T. Baldwin, *Fifteenth Yearbook of the National Society for the study of Education* (Public School Publishing Company, Bloomington, 1916), Part I, pp. 11–12.

TABLE X

DISTRIBUTION OF HIGH-EIGHTH-GRADE IQ'S[5]

G IQ's	No. of Cases
140 up	0
135–139	1
130–134	2
125–129	12
120–124	15
115–119	45
110–114	88
105–109	121
100–104	134
95– 99	100
90– 94	97
85– 89	68
80– 84	40
75– 79	15
70– 74	6
69 and below	1
Total number of cases	745
Median G IQ's	
Q3	108.9
Md.	101.6
Q1	92.7

1. The slower pupils develop a feeling of hopelessness and helplessness and give up trying to compete with the more rapid members of the group.

2. If the teacher attempts to spend an unwarranted amount of time with these slow pupils to keep them moving forward at all, the very rapid pupils develop habits of laziness and find that it takes very little effort to "get by." This tendency just to get by tends to persist and to become a serious handicap to many extremely capable pupils later on.

3. Certain social difficulties may develop into serious situations, which would probably not arise at all in a group of the same social age. But until we have some better measure of social age than now exists we may safely assert that groups

[5] Derived from the Otis Self-Administering Test of Mental Ability, Higher Examination, Form A.

of approximately the same chronological age give us fairly satisfactory social classifications.

Making use of individual differences for grouping.—In considering the individual differences discussed above, the writers feel the importance of stressing the fact that mental test results are only one of a number of important factors to be taken into consideration in determining the best educational treatment for a particular junior high school pupil. In spite of the demonstrated correlation between different kinds of desirable mental traits, it appears, from experience in the use of test results for sectioning purposes, to be a far more wholesome point of view to think of pupils as having "abilities" and "intelligences" rather than a general unified intelligence. It follows that special strength in a particular field or subject should be the outstanding factor in determining what section a particular student should have in that particular subject. In other words, a detailed profile of educational achievement should always be used in connection with mental test results in making up ability groups. Even tentative classification into ability groups in the junior high school should not be made without all of the following factors being taken into consideration: (1) chronological age, (2) mental maturity, (3) brightness, (4) stage of physical development, (5) teacher's judgment, (6) results of standard achievement tests, (7) health.

AN OAKLAND EXPERIMENT IN CHRONOLOGICAL-AGE GROUPING[6]

As an experiment, a low seventh grade of four divisions, about 160 pupils, in an Oakland junior high school, was classified largely on the basis of chronological age. Inasmuch as there are very few pupils more than two years over age, the age limits in each section were rather close, except in the fourth group.

Grouping by age.—In the first section were placed the under-age group; in the second and third the pupils of normal age, and in the fourth section the over-age pupils appeared.

[6] Prepared by Mr. Finger.

Strange to say, fewer adjustments were necessary in this grade than in one in which mental ages in connection with teacher judgments were used, and also fewer than in one grade in which accomplishment measured by the complete Stanford Achievement Test was used as a basis of classification. By adjustment is meant the shifting of a pupil from one section to another until he is placed with a group in which he is most happy and in which he accomplishes most.

In the youngest group, immaturity was most evident at first and was mistaken by some teachers for lack of ability. After recognizing the immaturity of the group and modifying methods of instruction, grading, etc., this very young class has developed into an extremely rapid eighth-grade group, possessing initiative and drive to a marked degree.

Of course, it must be noted that the chronological grouping was modified by mental tests for those pupils who seemed to be misplaced, as evidenced by report cards, counselor reports, and the like.

And also, each grade was under the careful supervision of a grade counselor, who took care of the educational, social, and health guidance of all the home rooms in the grade. With this type of follow-up, the original method of classification is not so vital as that adjustments may be made quickly and effectively. From this experiment in grouping by means of chronological age it was found that for a very large proportion of our school population we might safely assign a pupil to an ability group on the basis of "under-ageness," "at-ageness," or "over-ageness," and then assign him to a smaller division or home room on the basis of accomplishment or mental age or both.

Grouping on accomplishment.—In addition to the mental test and the chronological age plans of grouping, actual accomplishment is often employed as a basis of classification. Thus if a pupil attains a rating on an achievement test equivalent to seventh-grade norms, he is sometimes placed in the seventh grade, regardless of other factors, such as chronological age, maturity, etc. Classification is in such cases based on educa-

tional age, arrived at by means of a battery of educational tests, the educational age being determined on the basis of a composite of the scores earned on individual tests.

A caution to be observed in employing the educational age as a basis of classification has to do with the necessary assumption that all the pupils tested have had equally efficient teaching in the subjects in which they are tested. Since previous poor teaching in a subject reacts unfavorably upon the ability of a pupil to make a score in keeping with his real ability, the educational age or achievement record often works an injustice in certain cases.

Where it is difficult to give a complete battery of achievement tests resort is frequently had to a standardized reading test, the theory being that since reading is basic to all types of learning the reading accomplishment is the best single index of one's ability to carry the work of a given school grade or section within that grade. Where the reading test is employed it is almost always supplemented by a group intelligence test as a basis of classification.

Practical problems in ability grouping.—All of the plans and theories of ability grouping heretofore mentioned in this chapter could be experimented with or tried out in junior high schools having one thousand pupils or over. But there are a great many junior high schools that are small and have a population of such a size that any sort of sectioning is quite impractical and beyond the ability of the community to support financially. There is a small junior high school in Sacramento having only forty pupils in high eighth grade. It would be uneconomical to employ additional teachers to carry out a sectioning program in English or mathematics in a school of that size.

In small junior high schools, therefore, it will be necessary to take account of differences in ability by other methods than sectioning. Some of these small schools are trying out the plan of having sub-groups within a class. These groups are determined in much the same manner that larger ability groups are formed, and they are handled by one teacher who handles each sub-group according to its needs.

Other schools, in this class, as well as some of the larger junior high schools, are experimenting with individual instruction on the basis of some modification of the Winnetka, the Dalton, or the Morrison plan. The main point to be observed in this connection is that pupils ought not to be handicapped in educational opportunity simply on account of the accident of the size of the school which they happen to attend. It is the function of the junior high school principal and his staff to adopt that method which will best apply to their own situation, thus securing the best possible results within their resources.

Methods of ability grouping summarized.—From the foregoing it may be seen that the classification or sectioning of junior high school pupils according to ability may be accomplished in one or more of the following ways:

1. *Chronological age*—where the under-age children are placed in the rapid group, the "at-age" children in the average group, and the over-age pupils in the slow group.
2. *Mental age*—where children are grouped according to IQ's, indices of brightness, or mental ages, determined by group mental tests, such as the Terman Test or the Otis Self-Administering Test.
3. *Achievement in school subjects*—where scores in a single subject, such as reading, or a composite score on a battery of standardized tests is made the basis of sectioning.
4. *Physiological maturity*—where grouping is based on evidences of maturity, i.e., whether the child is pre-pubescent, pubescent, or post-pubescent.
5. *Teacher and counselor judgment*—where composite of judgments of teachers and counselors is employed to determine the section in which the child shall be placed in a given subject or in all subjects.

It should be noted, however, that seldom is any one of these methods employed by itself. The most frequent practice is to use two or more of these criteria in combination. The most frequent combination is undoubtedly that of mental tests, achievement tests, and teacher judgments.

Benefits and dangers of ability grouping.—No discussion of ability grouping would be complete without some reference to the dangers as well as the benefits of ability grouping. Among the dangers may be listed the following:

1. *Discrepancies in mental test results.*—The writers have had the following incident called to their attention. A child who made an IQ at age ten on the Binet-Simon Individual Test of 113, was given the Otis Self-Administering Test in the high eighth grade at the age of thirteen. On the Otis test this child made an IQ of 93 and was placed in the slow section of ninth-grade English, although she had an excellent record in her eighth-grade subjects. Lack of cumulative record and error in basing sectioning on mental test alone were responsible for this maladjustment.

2. *Fatalistic attitude of teachers.*—It is unfortunately true that teachers of slow sections assume that nothing can be done with "Z" section pupils. In writing to a friend one such teacher said: "I have three 'Z' sections in English to teach, but fortunately I am not expected to teach them anything." Such an attitude would cause any method of sectioning to fail of results.

3. *Inferiority complex developed in "Z" pupils.*—Where "Z," or slow groups are labeled by fellow-students as "dumbbell" groups, and most unfortunately where teachers openly manifest their attitude by the type of effort put forth for the slow sections, there is evidence to show that more harm than good is done. Also this situation promotes a feeling of inferiority on the part of the pupils and causes them to put forth a minimum of effort.

4. *Undue faith in sectioning as a "cure-all."*—Where sectioning is employed as a panacea in and of itself, without the adjustment of the content and methods employed in teaching the subjects to the levels of ability represented, it is a snare and a delusion. Recent check-ups on supposedly well-constructed junior high school courses of study reveal the fact that they are almost completely unadapted to the needs of the slow-pupil groups.

Among the benefits that may result from ability grouping,

provided the above dangers are kept in mind and carefully avoided, may be mentioned the following:

1. *Pupils may learn at a rate commensurate with ability.*—Where all the members of a class are approximately equal in learning capacity the work can be adjusted in such a way that real competition develops. There is stimulus to effort and it is possible to require a high grade of work from each member.

2. *Homogeneous grouping promotes happiness in learning.*—It is easier to promote an atmosphere of pleasure in work among children where all are able to compete with a fair chance of success and where unusual ease of accomplishment on the part of a few does not quickly discourage the less able.

3. *Quantity as well as quality of work may be improved.*—It has been demonstrated that the more able pupils, when competing with each other, are able to accomplish from two to five times the amount of work that the slow-moving sections are able to do in a given time. Also that the work done under such circumstances is of a better quality. The effect upon the pupils in the slow sections, where work and methods are adjusted to the needs of the students, has also been shown to be an improvement over the mixed-section procedure.

The above statements as to the benefits of sectioning by the device of ability grouping should be taken, not as demonstrated and established facts, but as reports of results attained where sectioning has been tried out under the most favorable circumstances. It may be that individual instruction, on some yet-to-be-developed basis, will eventually make ability grouping unnecessary. The writers of this chapter do not want to be understood as advocating ability grouping in any unqualified way. They are keenly conscious of its limitations. However, they feel that there is much which junior high school principals and teachers can yet do to improve both the methods of determining ability groups when such groups are employed and the manner of administering the plan as it relates to curriculum material and teaching methods. Ability grouping may at least be recognized as a "noble experiment," worthy of the best thought and a fair try-out at the hands of junior high school educators.

IX. GUIDANCE AND ADJUSTMENT

BY VIRGIL E. DICKSON[1]

The junior high school must serve all classes of pupils. It cannot select or eliminate students on the basis of economic, social, or intellectual status. Its program, to be effective, must be adapted to meet the widely varying capacities, interests, and needs of all adolescent youth between the ages of approximately twelve and fifteen years.

In order that guidance and adjustment may be effective, at least three conditions must obtain:

1. We must know the child as thoroughly as it is possible to know him.
2. We must have a school program that is adjustable.
3. We must have open-minded, flexible faculty members, so that adjustments may be made at the time and in the manner most fitting to the needs of the child.

In this chapter it is the purpose of the writer to reveal rather fully the philosophy and the practical operation of the guidance program as it has been developed under his direction in the Berkeley Schools during the last decade. Illustrative material will be drawn from the reports of work in other cities of the state whose directors have kindly co-operated in helping to make this chapter possible. Many other excellent descriptions of guidance programs have been submitted, each of which would contribute valuable information if space permitted its inclusion here. Especially commendable appears the work being carried on in Oakland, Pasadena, Los Angeles, Fresno, and Long Beach. During the current year San Diego has created a council under the direction of the superintendent for the guidance and organization of a comprehensive and unified guidance program for the secondary schools of the city. The reports of this council show a most promising outlook for the guidance activities of San Diego.

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Objectives of the guidance program.—The general objectives have been expressed by respective cities as follows:

Berkeley

1. Exploration of abilities and interests
2. Self-realization
3. Self-expression

Pasadena

To enable the individual to develop and improve his technique of self-direction through

1. Helping him to understand himself and his various social relations better, and aiding him in working, playing, and otherwise living more effectively
2. Helping him to set up attainable life goals in harmony with his best interests and potentialities
3. Helping him to develop life plans in line with these goals
4. Helping him to develop effective means of working toward these objectives
5. Helping him to develop such a technique of self-direction as shall enable him continuously to adjust in a constantly changing world

Fresno

1. To provide for a better knowledge of and closer contact with the individual pupil
2. To assist in creating a school environment that supports and makes effective a guidance program
3. To create a closer relationship between the home and the school
4. To recognize the needs of the community and establish a close relationship between the child and the community

All these outlines when translated into everyday, simple language mean that the school is a part of the life of each child, that all the teachers in the school should help the child to be interested and natural, to behave according to accepted ideals, to do as much of his own work as possible, and to work on problems most worth while as regards his own prospects in life.

Methods of diagnosis and procedure.—Methods in education are always an important consideration. What shall we attempt to do in guidance and adjustment, and how shall we go about the task? These are questions on which we have wide diversity of opinion and practice. Some would place all counseling activities under a unified control. Others would segregate the problem into several parts, one group of counselors being primarily responsible for study and adjustment in the field of academic abilities and accomplishments, another group of counselors having chief responsibility for vocational development and placement, another for social life, another for health, etc.

Some would take as a basis of study and adjustment the attitudes and abilities as shown today, ignoring or even obliterating that which has preceded as the "dead past." One principal makes bold to say, "we do not want to know the child's past. We want to find out for ourselves what he is now." Others insist on the importance of a complete cumulative record. With this latter view we are in hearty sympathy.

In Berkeley and Oakland, where the junior high school counseling program has been in operation for more than ten years under an organized plan, the effort is made to keep constant check on every child in school to see that he is doing what seems best for him. Cumulative records are made for each child from the time he first enters school. These records cover attendance, scholarship, standardized tests of mentality and accomplishment, health data, and personal data involving those items that seem highly significant, such as unusual interests, honors, serious conflicts or disciplinary problems, emotional stress, etc.

Personal data.—The personal data gathered in Berkeley cover such things in family history as nationality of the parents, number of children in the family, kind of home supervision, broken home through death or divorce. In school history, special abilities and special disabilities are noted, evidences of school adjustments and social life; in personality we note the emotional nature, leadership, reticence, any symptoms of ab-

normal behavior; in the health history we record physical defects, any serious physical accident and any evidence of abnormal habits, such as nervousness, tics, or tantrums. The disciplinary record covers outstanding difficulties encountered either in school or out. Vocational interests and habits are also noted.

General survey.—In the general survey of a class a tabulation is made covering the following headings for each pupil:

a) Standard age for grade
b) C.A.
c) M.A.
d) IQ
e) Arithmetic age
f) Reading age
g) Teacher rating of intelligence, school work, and effort
h) Health
i) Special difficulties
j) Special abilities
k) Grade repetitions
l) Number of terms retarded
m) Number of terms accelerated
n) Remarks

If analysis of these data shows serious maladjustment of any pupil, a detailed case history becomes the basis of further diagnosis and adjustment.

Cumulative data.—The cumulative data mentioned above are prepared by the teachers, counselors, and principals of the elementary schools. These data together with proposed program and ability group assignment are furnished by the lower school to the upper school before the transfer or promotion of the pupil is made. The counselor and the principal of the junior high school visit the elementary school class during the last semester of its stay in the elementary school. The class also makes at least one visit to the junior high school, in order to become better acquainted with what is ahead.

After the child enters the junior high school, the class teacher, the home-room teacher, and the counselor of that grade are responsible for a continuous study of his development in order that his total adjustment may be the best that the school can give him. The use of ability, high or low scholarship, interests, social and moral behavior, health habits, and emotional attitudes are all factors in the guidance program. To the

counselor is delegated the leadership in this program to promote and inspire in all members of the faculty the interest and the scientific approach which will make for maximum efficiency in the pupil's self-adjustment and self-realization. The counselor, always as the agent of the principal and under his direction, helps in the adjustment of the most serious problems and directs pupils and faculty members to the available sources for best assistance.

Adjustment experiment.—At the present time a significant research study is in progress in Berkeley in connection with counseling. The most serious cases of behavior maladjustment in all the grades of all the schools, from kindergarten to ninth grade inclusive, have been reported by teachers and principals. These pupils are undergoing detailed clinical study by a psychiatrist, a physician, and a psychologist with the assistance of visiting teacher, counselor, and classroom teachers. The purpose is to discover the beginnings of maladjustment, to determine its causes, and to apply preventive treatment.

At the time of this writing the research has been in progress only six months and no final conclusions are available. However, it is clearly evident from a tentative analysis of one hundred and twenty-five pupils that physical and emotional difficulties are tangled and woven into almost every case. In most cases, it is found that symptoms of the approaching trouble were evident months, and often years, before the child was reported as a behavior problem in school. Likewise, it appears that proper guidance and environment would have prevented the maladjustment. Only after years of follow-up study may we be able to announce conclusions supported by such scientific data as to make them generally acceptable.

Guidance in other cities.—Let us turn now to guidance procedures as followed in other cities of the state.

Fresno.—Fresno submits the following outline of its program:

A. Study of educational progress of the child
   I. Bi-weekly reports from subject-teachers regarding:
      1. Children who are failing

2. Children who do exceptional work
3. Children who are not working up to capacity

II. Individual conferences by counselor
1. With child
a) To learn cause of difficulty
b) To suggest means of improvement
2. With parent
a) To acquaint parent with needs and difficulties of the child
b) To learn home problems of the child
c) To acquaint parent with educational objectives
d) To suggest remedial measures
3. With subject and home-room teacher
a) To obtain information about the child
b) To give facts learned about child's home life and problems
c) To plan together in the interest of the child

III. Reports to home by
1. Letter
2. Telephone

B. Study of high-school curriculum and discovery of what the high school has to offer through
I. Talks by directors
II. Talks by counselor

C. Programming
I. New students
1. From outside city
2. From other junior high schools
II. Ninth-grade students on basis of
1. Mental tests
2. Success of previous school work
3. Teacher's estimate
4. Occupational interests
III. Low tenth-grade students, with emphasis upon
1. Intensive study of occupations
2. Visits to plants, factories
3. Interviews with business and professional men
4. Approval of professional men
5. Programs by counselor and parent

D. Transfer of students
I. To other junior high schools in city (records and test results transferred through envelope system)
II. To outside schools

Similarly, procedures are outlined for vocational guidance, social guidance, health guidance, and guidance in use of leisure.

Pasadena.—In Pasadena guidance in the junior high school centers about instructional activities of the home room. Seven immediate goals are set up to be systematically attacked throughout the school in home-room instruction, as follows:

1. Adjustment to the school environment and life
   a) The school physical plant
   b) School schedules
   c) Regulations of the school
   d) Purpose and organization of the junior high school
   e) Organization of the student body
   f) The home-room organization
   g) Extra-curricular activities
   h) Achievement in school
2. Improvement in methods of study
3. Training in thinking for one's self
4. Self-knowledge and self-development
5. Vocational and avocational planning
6. Educational planning
7. Increased social efficiency

Each of goals 2 to 7, inclusive, forms the basis for an extensive outline of suggestive procedure to be followed by the home-room teacher in the guidance of the junior high school pupil.

Los Angeles.—The Thomas Starr King Junior High School, in Los Angeles, furnishes some excellent philosophy and practice in the newer attitude toward guidance in the realm of emotional behavior and discipline. The following is an excerpt from the *Faculty Manual* of that school:

> In the most recent educational theory and practice, the terms "discipline" and "punishment" are fast being supplanted by the more professional concepts "diagnosis" and "preventive treatment." Disturbing offenses which once resulted in punishment are now considered by professional educators as warnings or danger signals. Every instance of misconduct carries with it a definite underlying cause.

The evidence of a developing professional attitude on the part of teachers is shown "by the increased sense of responsibility on the part of teachers in searching out the causes of miscon-

duct and in so treating each case as to discourage or prevent a recurrence."

Following are a few of the important headings taken from a detailed outline used in this school for discovery, study, and treatment of problem cases:

I. Discovery
  1. Cases reported by teachers for
    a) Educational maladjustment
    b) Lack of interest
    c) Marked acceleration or retardation
    d) Discipline
    e) Unusual mental conflicts or inferiorities
    f) Temperamental abnormalities—fear, seclusiveness, depression
    g) Social misconduct—truancy, lying, sex
    h) Physical disability or handicap, as speech defect, headaches, nail-biting, enuresis
  2. Cases reported by parents, neighbors, and others

II. Study
  1. Pre-clinic for collection and study of
    a) Personal and family history
    b) Psychological and educational data from cumulative records
    c) Physical data from health record and examination by nurse and physician
    d) Conference with counselor and class teacher
    e) Diagnosis by psychiatrist

III. Treatment
  1. Organization of special rooms and adjustment classes
  2. Special curriculum assignments
  3. Special ability or interest assignments
  4. Special physical education assignments: corrective exercise, cardiac, rest, speech defect
  5. Consultation with home on habits
  6. Clinical treatment—medical, psychiatric
  7. Social service—church, welfare societies, juvenile court

Other elements in a guidance program.—There are other items in a well-organized guidance program.

Records and forms.—Cumulative records and forms are rapidly coming into use. It is clear to the counselor that much of the maladjustment of junior high school pupils has its roots far back in childhood experiences. The behavior of the present

cannot be understood apart from its setting, which involves all of the past. There should be at least the following cumulative records from the beginning of the child's school career:

1. Record of scholarship, promotion, and attendance
2. Record of all standardized tests, both mental and accomplishment
3. Health record, showing growth, health development, and disabilities
4. Personal data, showing significant home and social adjustments, interests, aptitudes, and accomplishments

These cards should indicate clearly the date at which each event occurs. Wherever possible, the data recorded should be in impersonal form; in other words, they should be records of facts rather than of opinion. The cards should follow the child throughout his school course and should be available under direction of principal and counselors to class- and home-room teachers.

Curriculum.—The curriculum must not be overlooked as an essential means of guidance. Counseling is inextricably bound up with factors of electives, exploratory courses, occupational courses, ability grouping or classification. These factors will vary according to the character and size of the school. No attempt to treat them in this chapter will be made, since they are discussed in detail elsewhere in this book. The ideals of adjustment can always be attained in a measure by a good teacher, regardless of the size of the school. After all, the keystone of guidance rests with the teacher who understands child nature and who is free to make effective adjustments when they are needed.

Extra-curricular activities.—Clubs, student participative government, social programs, etc., are likewise discussed in other chapters. They form an integral part of an effective guidance program. In its final analysis, the guidance of the pupil in self-adjustment is the whole of education. Desirable self-adjustment is promoted when pupil-participation in activi-

ties in which alternative choices are to be made by the pupils is permitted.

Vocational counseling.—Counsel as to vocation is given a separate heading here only because there is a tendency in some schools to consider it as a function more or less separated from educational guidance. There is a growing conviction that guidance is a unit function and must take into account the whole child as well as all fields of activity. There is need for expert leadership in the vocational field, just as there is need for expert leadership in the fields of mental and health adjustment. The counseling staff, therefore, should contain these different types of leadership, either in one or in various persons, so organized as to develop through the entire teaching and administrative force a consciousness of the problems which children are facing, together with the most desirable ways of meeting them.

Most junior high schools which have a counseling program report some effort in the direction of vocational guidance. This activity is chiefly shown (1) in giving vocational information, (2) in training the child to analyze his own capacities in the light of the requirements of the vocation, (3) in interesting each child to make at least a tentative choice of vocation.

Sacramento.—Sacramento reports that it is trying to achieve the following results:

1. To assist all students to choose an occupation by making available to them and assisting them to interpret
   a) Detailed information about specific occupations
   b) Information concerning the social meaning of occupations
   c) Information concerning their own personal resources and liabilities
2. To provide, where practicable, try-out experiences in occupations in which their interests have been expressed
3. To assist the student in selecting the appropriate training courses leading directly to his vocational objective
4. To assist students in planning further training after employment begins

Pasadena.—Pasadena presents a comprehensive outline of study for use in the home room. The following excerpt indicates its nature:

A. Factors to consider in choosing vocational activities
1. What tentative choices have you already made with regard to the work?
2. To what extent have the following factors entered into your choices?
   a) Your father's occupation
   b) That of older brothers or sisters
   c) That of other relatives or friends
   d) Your parents' plans for you
   e) Actual experience in some phase of the work or related work
   f) Observation of the work
   g) Knowledge of the work gained through reading, travel, or conversation
   h) Interest and skill in some of the processes or specific work involved
   i) The probable income
   j) Manner of living possible in this type of work
   k) Knowledge of possession of native capacities and developed abilities, traits, and characteristics necessary or desirable for the work
   l) Interest or results in various school subjects
   m) Suggestions of your teachers
3. Which of the above factors are important to consider in choosing a life work, and which are unimportant or undesirable to consider, and why?
4. Which of the factors to be considered in choosing a life work are unalterable? Why? What is the significance of this fact in vocational planning?
5. Which of the factors mentioned under *k* above can be developed, trained, and improved?

Other topics are treated in similar detail. The complete syllabus deals with methods of gaining information about types of work, with the problem of making tentative choices, and with plans for avocational activities. This scheme is illustrative of the place which the home room may be made to fill in a guidance program.

San Diego.—The Roosevelt Junior High School, in San Diego, similarly emphasizes the home-room plan, as is evidenced by the following quotation:

> Our aim is to have one teacher, the home-room teacher, responsible for the guidance of thirty or forty pupils, and her function will be to act as co-ordinator, guide, counselor, and friend to every boy and girl in her charge.

Organization for guidance.—How shall we organize to carry on the most effective guidance program? Where shall the responsibilities be placed? These are complicated questions. Leaders in this field are far from exhibiting unanimity of opinion. The fact that very different plans of organization now in operation are reported as successful would indicate that successful guidance is not inherent in the type of organization so much as in the personality and spirit of the workers. The writer echoes the words of A. A. Douglass, who says:

> True guidance means more than assistance to pupils in solving their vocational problems or in planning their school careers. It is more than a program of testing and administrative manipulation of groups of pupils: it is an educational philosophy which permeates the very fabric of the schools.[1]

In due time, however, careful experiment will undoubtedly reveal that, personality and co-operation being equal, certain forms and organizations will prove more effective than others. At present the following plans of organization, extending from highly centralized to quite decentralized systems, are in use:

1. A centralized system with program-making adjustments and record-keeping centered in one person and one office
2. A counseling staff, each member having a specific class or section of the school in charge
3. Teaching counselors, each devoting a period or two daily to counseling duties
4. The home-room or advisory teacher responsible for all adjustments of the small group of pupils assigned to that home room

Each of these plans can, of course, overlap others by embracing elements of one or more of the others. A combination of all four seems to the writer to be the best solution. But before we can determine the organization we must get some notion of just what duties may wisely be assigned to those charged with counseling, to those charged with teaching, and to those charged with administration.

[1] *Secondary Education,* Boston: Houghton Mifflin Co., 1927, p. 255.

Duties of counselors.—What are the duties of a counselor? Let us consider some of the duties which we find assigned to counselors in current practice: To classify children into ability groups, make programs, change programs, assign to special classes, give mental tests and subject-matter tests, score tests, interpret results, discover interests, aptitudes, and abilities, give vocational information courses, give vocational, educational, health, moral, and social guidance, visit homes, confer with parents who visit the school, conduct class pilgrimages to factories or institutions, make contacts with parent-teacher associations, service clubs, police department, and all other social agencies having important relations to the school, make placement in industry, follow up these placements, make recommendations regarding those deemed worthy of institutional treatment, make research studies involving scholarship marks, age-grade placement, success in other schools, etc. This is only a partial list.

The teacher's contribution.—As we face such a notion of the duties and responsibilities of a counselor, it is evident to any thoughtful student that there are dangers involved. It is quite true that all the services enumerated, as well as others that might be listed, come within the range of functions to be performed by the school. Each member of the faculty, however, must be held responsible for contributing that part of the program which he can best perform. The counselor is neither omnipotent nor is he the only member of the faculty who can or should do things for the children who are in school. Not only are there limitations to the amount of work possible and to the extent of information which he possesses, but all the rest of the members of the faculty should participate in these duties and responsibilities of the school toward the individual pupil.

Qualifications of counselors.—The best counselor is the one who is able to do many things and who knows when many things are being well done, but whose chief ability lies in his skill in making right contacts. This is one of the fine arts for the counselor to cultivate. He must be well informed, open-minded, as free as possible from prejudices and fears, with a

heart full of kindliness and understanding (not emotionalism). The counselor must help to protect the child from all whose minds run to a narrow specialty or single track. The counselor should be a leader in school in promoting all those activities which encourage the child to be curious to find his own best self-expression. The counselor is then the leader in stimulating good counsel and good adjustment throughout the school.

To qualify for such a position, one should have an abiding interest in boys and girls, a wide range of experience, poise and good judgment, a personality that makes for kindly and easy approach, and, finally, a special training for the technique and skill of counseling.

Teacher-counselors.—With such a view of the duties and qualifications of a counselor the writer favors a staff of teaching counselors who devote part time to teaching and part time to counseling, each assigned to a particular group and following that group through the school. We prefer the teacher-counselor plan because it keeps the counselor closer to the realities of school life as they exist from day to day in the relationship between teacher and pupil. The continuous contact with the pupil from term to term gives opportunity for the development of a more intimate acquaintance with each pupil; it furnishes a steady policy of guidance for the pupil; and it gives to the counselor a variety of experience which helps to prevent counselor-crystallization. These teaching counselors should work under the leadership of a head-counselor, who is responsible for the most serious cases of maladjustment and who acts as organizer and co-ordinator of the guidance activities of the entire school. The teaching counselor in turn will act as the chairman of a group of home-room teachers, each of whom will be responsible for intimate contact and detail of adjustment of the thirty or forty pupils assigned to her.

Such an organization for counseling will knit the entire school into a co-operating working unit, at the same time providing for distribution of duties which will enable each member of the faculty to have a definite responsibility for and active participation in the guidance program.

X. DIRECTED OR SUPERVISED STUDY

BY J. G. MCNEELY[1]

VARIETIES OF DIRECTED STUDY

What is directed or supervised study and what is it accomplishing? So far as the writer knows we have no adequate study of the problem from which to make valid deductions, but the literature in the field is sufficient to indicate that the conceptions are many and varied and the successes are equally varied. A few schools have reconstructed their classroom procedure to such an extent that the classroom has become a laboratory in which the pupil works at his own problems under the supervision of the teacher. The old-type recitation has been largely discarded, and group activity has been replaced by individual activity at individual pupil rate, with individual mastery as the goal. At one extreme we have the school which adopts supervised study, lengthens the period, and has the teacher police the group for a part of the period. At the other extreme we have the school which discards the recitation entirely and gives the entire class period to individual pupil help. Somewhere in between these two extremes we have the many variations of the divided or double period, during which part of the time is devoted to the old form of recitation, part to assignment, and part to a form of study under the teacher in charge. Aside from these forms are the supervised study halls, where different teachers are assigned by periods and the activity takes the form of efficient policing of study rather than of supervision or direction of study.

Definition of terms. — The words of an acknowledged authority may be quoted by way of defining supervised study.

> Supervised Study may be called directed study. It is a substitute for the inefficient and wasteful "recitation" activities of the classroom on the one hand, and for the fictitious "home study" of the pupils on

[1] Principal, Lincoln Junior High School, Santa Monica, California.

the other. The studying is usually done under the teacher who makes the assignment.[2]

Supervised study is the supervision of individual pupils who are studying silently at their desks.[3]

During the past decade more than one hundred published articles and several books have dealt with what the writers have chosen, in most instances, to call "supervised study." The term "supervised study" has been used comprehensively to include a great variety of situations. Brownell[4] has collected into forty-five pages an evaluation of the literature on supervised study which appeared between 1910 and 1925. He has isolated from the literature fourteen different types of technique in use under the caption of supervised study. He shows that if two schools were to adopt the same type of technique, there still would be at least "five factors sufficiently different in the two schools to make doubtful identity in procedure or in results." He further shows that if the two schools were practically identical in the five factors mentioned and were to adopt different types of technique, variations in the two systems to the extent of sixteen obvious factors would be possible. Furthermore, the same writer points out that if it were possible to standardize all of the foregoing twenty-one factors and the two schools were to undertake an experimental study of the relative values of two types of technique of supervised study, there still would be at least six factors in which the schools would differ sufficiently to tend to invalidate the conclusions drawn from the experimentation.

There is quite a little evidence in the literature on study during the last decade to indicate that educational writers appreciate that the term "supervised study" is ambiguous, and a number of writers have suggested others or have abandoned

[2] Martin J. Stormzand, *Progressive Methods of Teaching,* Houghton Mifflin Co., 1924.

[3] S. C. Parker, *Methods of Teaching in High Schools,* Ginn & Co., 1915, page 392.

[4] William A. Brownell, *A Study of Supervised Study,* Bulletin No. 26, Bureau of Educational Research, University of Illinois, 1925.

the old term in favor of some new one. Among these proposed substitutes for "supervised study" we find (*a*) "supervised learning" suggested by Inglis,[5] (*b*) "directing study" by Miller,[6] (*c*) "directed study" used by Burr,[7] and (*d*) "supervision of study" used generally in the literature on study.

Brownell found in his investigation of the literature on supervised study which appeared during the period from 1910 to 1925 that no less than twenty-five types of technique were mentioned. Willett[8] mentioned nine forms, Hall-Quest[9] fourteen, Hines[10] eight, and so on. In fact from twenty-five to thirty different types of technique were mentioned. The exact number is not important; the essential point to keep in mind is that all these forms are referred to as "supervised study," which makes it imperative that any general statement concerning supervised study should be examined critically.

How data were gathered.—In this particular study we are not interested in the different types of technique and the many variations of types so much as we are in some of the more fundamental questions having to do with directed study.

For the purpose of answering some of these questions, the following questionnaire was sent to all the junior high school principals in city schools in California, eighty-two in all; of this number, sixty-five answered the questionnaire.

QUESTIONNAIRE ON DIRECTED OR SUPERVISED STUDY

I. *The supervised-study plan*

a) Do you have supervised study in your school?.....

[5] Alexander Inglis, *Principles of Secondary Education* (Houghton Mifflin Co., 1918), p. 713.

[6] H. L. Miller, *Directing Study* (Charles Scribner's Sons, 1922), p. 377.

[7] A. W. Burr, "Directing Study," *School Review*, XXVII, 90–100, February 1919.

[8] G. W. Willett, "Supervised Study in High Schools," *School Review*, XXVI, 259–72, April 1918.

[9] Alfred L. Hall-Quest, "The Direction of Study as the Chief Aim of the High School," chap. x, *The Modern High School*, edited by Charles H. Johnston (Scribner's, 1916), pp. 265–94.

[10] H. C. Hines, "Supervised Study in the Junior High School," *School and Society*, VI, 518–25, November 3, 1917.

If so, do you have,

1. The divided study-recite period?.....
2. The daily or weekly teacher-pupil conference period?..
3. Some other plan?.....

II. *The length of the class periods*

a) Do you have a 40-, 45-, 50-, 55-, or 60-minute period? Check one.

b) Do you consider the period too short?.....Too long?.....

c) How is the period divided between recitation and study?...

III. *Classroom equipment required for successful supervised study*

a) What equipment beyond the adopted textbooks do you have in your rooms?.....

b) What additional equipment do you think necessary?.....
.....

IV. *Teacher attitude and execution*

a) Does the teacher really let pupils study?.....

b) Is the ratio of study and recitation fixed by agreement?....
By administrative order?.....

c) Is this loyally observed?.....

d) Do your teachers generally show pupils "how to study"?...

e) Do teachers consider "supervised study" in school adequate?
.....

V. *Study hall and library provisions*

a) Do you have study halls separate from the library?.....

b) Are these study halls handled by a study coach, or by teachers assigned by periods?.....

VI. *An established policy regarding the assignment of home work*

a) Do you have an established policy about assigning home work to pupils in the seventh grade?.....
eighth grade?.....ninth grade?.....

b) State briefly what your policy is.....
.....

VII. *A technique of providing for individual differences*

a) Do you think slow pupils or superior pupils profit more as the result of supervised study?.....

b) Have you noticed that supervised study tends to make students dependent on the teacher?.....

c) What subjects, if any, lend themselves best to supervised study? .....

d) In what respects, if any, does the status of the teacher in a supervised-study class differ from that of a teacher in a recitation class? .....

Summary of replies.—A summary of questionnaire replies received from sixty-five junior high school principals in California is as follows:

Extent of supervised study.—All but nine principals reporting answered the question "Do you have supervised study in your school?" in the affirmative. In other words 85.5 per cent of the schools reporting have some type of directed or supervised study.

Of those reporting that they did not have supervised study, six answered this question without comment. One said, "We are still convinced that a forty-minute-period program with home study is the ideal plan for a junior high school." Another said, "The teacher is the sole judge as to whether the class is to have time for study in school; some teachers permit pupils to study in class and some do not." A third said, "We are not convinced that directed or supervised study has done, or will do, any more for the junior high school than the old plan. We require two hours' home study of our pupils."

The writer has no quarrel with those people who put their faith in home study; he does wonder whether they have ever conducted an investigation to see if the home-study program really is working. Proctor[11] reached the conclusion from a study published in 1916 that "home study" for junior and senior high schools was to a considerable extent a misnomer, that much work was assigned but that comparatively little was actually done at home. Other investigators have reached the same conclusion. The telephone, phonograph, radio, and automobile have made home study difficult for all, and impossible for many.

Length of the class period.[12]—Thirty-four, or over 50 per cent of all the schools reporting, have the fifty-five-minute period. Ten schools report the sixty-minute period, seven the fifty-minute period, 80 per cent having periods of 50 minutes

[11] W. M. Proctor, "Supervised Study on the Pacific Coast," *School and Society,* VI, 326 ff.

[12] See Table XI.

TABLE XI

NUMBER OF JUNIOR HIGH SCHOOLS CONDUCTING DIRECTED STUDY

City	Period Length, Minutes	Study-Hall Plan	Laboratory Plan	Home Study	Total Number of Schools
Albany	45	1	..	..	1
Burbank	60	..	1	..	1
Berkeley	40	4	..	..	4
Fresno	45	2	..	..	2
	55	1	..	..	1
Long Beach	40	1	..	..	1
	55	1	..	..	1
Los Angeles	40	..	..	1	1
	50	..	2	..	2
	55	2	10	..	12
	60	..	2	..	2
Oakland	40	2	..	1	3
	50	1	..	..	1
	55	6	..	..	6
	60	1	..	..	1
Pasadena	55	1	1	..	2
	60	..	1	..	1
Petaluma	55	1	..	..	1
Pomona	60	1	..	..	1
Richmond	50	1	..	..	1
Riverside	55	..	1	..	1
Sacramento	55	1	..	..	1
	60	1	..	..	1
San Bernardino	55	1	..	..	1
San Diego	55	3	..	..	3
San Francisco	55	..	4	..	4
	60	..	1	..	1
San Jose	55	1	..	..	1
Santa Ana	60	..	2	..	2
Santa Barbara	40	2	..	..	2
Santa Monica	50	2	..	..	2
Vallejo	50	..	1	..	1
Totals	..	37	26	2	65

or more. Three schools have the forty-five- and eleven the forty-minute period. The fifty-five-minute period seems to be the prevailing practice the nation over, judging by the literature available on this topic.

While the fifty- to sixty-minute periods may be the most popular in practice, there is no evidence to warrant the statement that a long period is essential to the success of a directed-study program. It is doubtful if more than fifty minutes can be used to advantage in the lower grades of the junior high school.

Directed study is a philosophy of education rather than a generalized type of teaching, and really to function must be a thing of teacher "spirit" rather than an administrative device.

The length of the period is not nearly so important as the attitude of the teacher and her willingness and ability to learn the technique of directed study. No plan of directed study will work itself. It must be carefully planned and faithfully supervised.

Classroom equipment. — For an administrative officer to impose directed study on teachers without reference to equipment and necessary supplies to make such a task possible is the mistake sometimes made. From the replies to the questionnaire the consensus of opinion seems to be that directed study calls for more than a room provided with desks and textbooks. All the collateral material necessary to good lesson preparation such as reference books, supplementary texts, dictionaries, etc., should be provided in the room or conveniently close to it—otherwise a considerable loss of time will result in passing to and from the reference room. One thing practically all agree on is that textbooks alone are too meager a diet to stimulate the real interests and needs of pupils.

The most common reply to the question, "What additional equipment to regular textbooks do you think necessary?" was: maps, globes, charts, visual aids, supplementary books, magazines, and exhibit cases.

Teacher attitude.—In reply to questions on teacher attitude and execution twelve said teachers really do let the pupils study; eight said they do not; and forty-two qualified their answers typically as follows: "Sometimes"; "Most of them do"; "In general, yes"; "Many do not"; "About 80 per cent

do"; "Fifty per cent do"; "Varies with teachers; this is a real problem"; "Yes, in most cases"; "Not unless they are frequently told about it"; "Yes, in the main; not always."

It goes without argument, of course, that this or any other activity in the school will succeed only to the degree that teachers will co-operate, because in the final analysis the attitude the teachers take toward directed study will determine very largely its success or failure in the very beginning.

Study hall and library.[13]—On the topic "Study Hall and Library Provisions," thirty-six principals reported that they had study halls separate from their school libraries; twenty said they conducted study halls in their libraries; and nine did not answer the question.

It seems doubtful if the libraries should be turned into study halls completely. Probably it would be better to have both study halls and library well equipped. The one is the necessary aid to the other. Competent teacher librarians and efficient study-hall coaches are equally important in directing and developing pupils in the "laboratory method" of study.

Home work.—Of the sixty-five replies to the question, "Do you have an established policy on assigning home work?" fifty-one replied in the affirmative, ten said they had no policy, and four did not answer the question.

The general practice as to amount of home work in the cities of California seems to be something like the following: thirty minutes in the seventh grade; forty-five minutes in the eighth grade; and one and one-half hours in the ninth grade. Forty-three replies were similar to the plan given above, with the time assigned to each grade varying. One city reported its policy as assigning to the seventh grade home study which would require one hour per day; the eighth grade was expected to study two hours; and the ninth grade two and one-half hours daily.

A considerable number of replies were as follows: One lesson each night for the seventh grade; two lessons for the

[13] See Table XI, p. 197.

eighth grade; and three lessons for the ninth grade, without trying to set any specific time to be used for study.

Some principals said they "favored home work only for maladjusted children"; other replies were, "It is useless," "It is futile." With each seventh- and eighth-grade pupil having a sixty-minute study period every day, and with ninth-grade pupils having in the main two study periods every day, home study is reduced to a minimum. One principal said he assigned home work to high IQ groups, but no home work to those of low intelligence.

In one city home work is assigned in the ninth grade only; in another, not at all, except collateral readings to be found at the public library. The variations of individual answers would become tedious if enumerated in detail, but the ones quoted give a fair cross-section of replies on this topic.

The writer is of the opinion that the practice of having no policy on assigned home work is a poor one both for the child and the home, unless the practice of allowing the teachers to use their judgment as to when and how much home work to assign is carefully watched. Many studious pupils who cannot afford physically to put so much effort on home study will be literally buried under the avalanche of home work. The writer has known of cases where children had assignments night after night out of all proportion to their physical ability as the result of no established policy in assigning home work.

Directed study would not, if successfully carried out, abolish home study, but it would reduce it to a minimum by making it possible for the child to study at school under the direction of a teacher. It is easily possible that many pupils would be so stimulated by overcoming bad study habits and having their interests aroused and directed that they might do some home study joyfully instead of, as is only too often the case at present, without joy and without profit.

Provision for individual differences.—Some of the critics of directed or supervised study claim that its advantages are largely to be gained by slow-moving groups rather than by fast groups.

One answer to the criticism is that until quite recently there has been no technique for guiding the fast group. Bright pupils were allowed to shift for themselves, while much solicitude was shown for the dull. The result was that bright children actually did not accomplish any more than the average child, because they did not have to; they needed a stimulation they never received.

Twenty-five principals said they thought slow pupils would gain more than fast pupils by a program of supervised study. Several said, "I cannot see any difference"; and seventeen said, "I believe the fast groups would gain more." The one thing all but twelve agreed on, and the twelve did not answer, was that all pupils would benefit by a program of directed study.

In reply to the question, "Do you think supervised study tends to make students dependent on teachers?" forty said, "No"; twenty said, "Yes"; and five did not answer. "What subjects lend themselves best to supervised study?" was answered in various ways. Over 50 per cent of the replies mentioned English and the Social Studies only; twenty-two mentioned Mathematics in addition to English and the Social Studies; General Science was listed ten times; Foreign Language was listed three times. A few replied "all subjects"; others said "all academic subjects."

Teacher's relation to directed study.—The question, "How does the status of the teacher in a supervised-study class differ from that of a teacher in a recitation class?" drew a list of answers with a considerable spread. The central tendency seems to be embodied in this statement: "Teachers who believe in directed study are always at their best when engaged in it; they are less formal, more human, and undoubtedly achieve better results because children can approach them more easily and get help."

Of the sixty-five questionnaires returned, forty-four replies are some modification of the foregoing. There seems to be a very strong feeling on the part of the junior high school principals in California that directed study has many valuable possibilities, not fully realized by anyone, and not at all by many.

The technique of directed study.—Suggestions as to the technique of directed study can best be given by considering an actual sample. Among the approaches to directed study in the junior high schools in Santa Monica the most worth while is the library course, which is required of all B7, A7, B8, and A8 pupils one period per week. The purpose of this course is to teach pupils how to use books and libraries more intelligently than they otherwise would use them. The course was planned in the main by Dr. M. J. Stormzand, curriculum adviser in the Santa Monica Schools.

In grade B7, where the general topic is "How to Use Books," the course includes such lesson topics and activities as: how to use a table of contents; how to use an index; how to get the main points of a chapter; how to get the central idea of a short article; how to know the author's purpose or plan in a book; how to compare one book with another; how to prepare and give a book review.

In grade A7 the general topic of the course is "How to Use Libraries." Some of the problems for this grade are: how libraries are generally arranged; what are the most common reference books in a library; how to use the encyclopedia; how to use a library catalogue; how to use the *Reader's Guide, Who's Who,* various yearbooks, and similar reference manuals.

The general topic in grade B8 is "How to Make a Bibliography." This includes activities in the finding and compiling of reference lists; finding magazine articles on a given general topic; finding parallel accounts in books and magazines; how to take notes and how to organize them into a speech or prepare a paper from them.

Illustrating just how these lessons are developed by the library-study coach, let us take Lesson IV in grade B7, "How to Get the Theme of a Paragraph."

> Choose three books: a story book; a travel book; and for your third, either Beard and Bagley's *History of the American People,* or Halleck's *History of Our Country.* Now choose for study one paragraph from each book, and open your books to the pages on which these paragraphs are found.

1. Give title, author, and call number of the books you selected.
   a)
   b)
   c)
2. What paragraphs have you chosen? (Ex. Halleck, paragraph 2, page 16.)
   a)
   b)
   c)
3. How do you know these are "paragraphs" which you have chosen?
   Ans:
4. How many principal ideas does an author usually attempt to give in one paragraph?
   Ans:
5. What assistance do Beard and Bagley or Halleck give you in finding the main idea of the paragraph? Do you find this same help in your other books?
   Ans:
6. Now read carefully the paragraph in your travel book.
   a) Do you get one principal thought from it?..... (Yes or No.)
   b) What to you seems to be the main idea of this paragraph?
   Ans:
   c) Very likely the author has put into this paragraph one sentence which is the key to the whole paragraph. This is called the "topic sentence" and gives, in a few words, the main thought the author wishes to convey. Copy the sentence which you think is the "topic sentence."
   Ans:
   d) Do all the sentences in the paragraph have some bearing on, or reference to, this sentence?
   Ans:
7. Read the paragraph in your story book.
   a) Do you find a topic sentence?
   b) If you do, copy it here.
   c) If you cannot find a topic sentence (occasionally you might not find one), what do you consider the main thought of the paragraph?
   Ans:
8. Read a paragraph in your history book and give the topic sentence.
   Ans:
9. Of what value to you is the being able to pick out the topic sentence?
   Ans:

10. Give another word or expression for "topic sentence."
Ans:

From the A7 grade we select Lesson V, "How to Use a Dictionary."

The Dictionary contains three main divisions: Introduction, Body, and Appendix.

1. Are words in the dictionary arranged alphabetically? If so, arrange these words correctly:
   a) man
   b) boy
   c) sled
   d) school
2. When several definitions for a word are given, which is the most common?
   Ans:
3. Does the dictionary tell you what part of speech the word is?
   Ans:
4. If a word may be used as different parts of speech, does the dictionary define each?
   Ans:
5. What other aids, besides the thumb-guide tabs, does the dictionary have to aid you?
   Ans:
6. Give etymology of the following words:
   a) balance
   b) lunatic
   c) picture
7. Where in the dictionary would you find a picture of the French flag?
   Ans:
8. What is meant by a synonym?
   Ans:
9. Give a synonym for each of the following words:
   a) goal
   b) knock
   c) mourn
10. Find an explanation of the phrase *laissez faire*. Where did you find it?
    Ans:
11. What does the "F." before the definition mean?
    Ans:

In the B8 grade we select "How to Get a Quick Bird's-Eye Survey of a New Topic" from Lesson III:

1. What is meant by a bird's-eye survey?
   Ans:
2. If given the topic "Franklin and the Discovery of Electricity," which book would you select for a general summary of the topic?
   Ans:
3. Which of the encyclopedias found in our library would be most helpful to you?
   a)
   b)
   c)
4. Why are these encyclopedias the best, do you think?
   a)
   b)
5. How would you proceed to find material in the encyclopedia on the subject?
   a)
   b)
   c)
6. In a textbook on the subject how would you proceed to see if it had anything on your subject?
   a)
   b)
7. Would the Table of Contents or the Index give you more definite information?
   Ans:
8. Under what general call or class number would you find books on electricity?
   Ans:
9. How would a Bibliography be helpful to you?
   Ans:
10. If you looked under Franklin and did not find what you wanted in the encyclopedia, under what other heading should you look?
    Ans:
11. Does the first or the last sentence sometimes give you the main idea in the paragraph? Write down a sentence in which you found this to be true.
    Ans:
12. Does the last paragraph of a chapter sometimes give a summary of the main points in the chapter? Find a case where this plan is used.

Follow-up notices are sent to all English and Social Science teachers urging them to test pupils on the lessons which they have received in the library. An example of a follow-up notice follows:

SOCIAL SCIENCE AND ENGLISH TEACHERS

B7—All B7 students have finished their Library Science lessons on how to use the Table of Contents and the Index. Will each teacher please give them definite drill work in the use of these.

A7—All A7 students have finished their Library Science lessons on "Why We Have School Libraries and Free Public Libraries," and "How Libraries Are Generally Arranged." Will each teacher give them chances to put this knowledge into practice.

B8—All B8 students have finished their Library Science lessons on how to make a correct "Bibliography." Will each teacher give them a chance to make one in class. I would suggest that the English teachers have them make a bibliography on an author and the Social Science teachers on a history topic.

One of the evidences that this Library Course is appealing to the interest of children is the fact that the library circulation in the junior high schools in Santa Monica has increased approximately one hundred per cent over that of last year, while the enrollment has increased only eleven per cent. This seems to us to be a very significant and vital thing, namely, that knowing better how to use books would cause children to read so many more of them.

In Chart III with its three parts, the historical development of directed study may be traced, Figure I representing the oldest practice, Figure II the present intermediate compromise, and Figure III the ideal showing in a few leading schools and in the theoretical literature. Some of the most progressive school men, notably, Miller, Morrison, Stormzand, and others have for years advocated the "laboratory period" plan and advised abolishing to a very large extent the old "recitation period."

The proportion of recitation and supervised study is not, of course, arbitrary and invariable; it changes with varying conditions. There are occasions when all or nearly all of the

period may be taken for recitation, e.g., when preparing for a review test. On the other hand, there are occasions when only a minute or two need be spent on recitation and the whole of the period may be given to assignment and directed study. The

CHART III

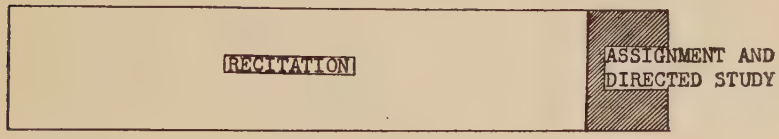

Figure I

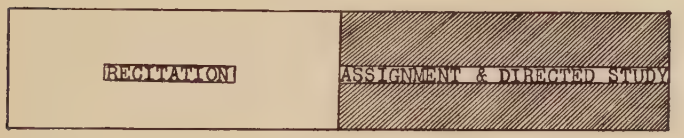

Figure II

Figure III

Trends in development of the supervised study movement with reference to proportionate time given to recitation, assignment, and study in class period.

division of time must be left to the teacher's judgment. Any attempt to force this point will certainly kill the spirit of real directed study, and it is the spirit which has been so sadly lacking in the past in connection with the various techniques of supervised or directed study plans.

SUMMARY AND CONCLUSIONS

1. There are those who claim the "ways of the fathers are still good enough" and that children should be made to study at home.

2. Among the psychological aspects of the problem, several of which are important, might well be mentioned leaving pupils to study alone, especially at home, where much time is wasted. Pupils studying at home often acquire bad habits of study.

3. The teacher, generally speaking, is a better guide than the parent or a fellow pupil. Directed study makes better provision for individual differences. Directed study brings the teacher into closer personal contact with the pupils. The period following the recitation is the opportune time to prepare for the next assignment. Directed study develops initiative and independence in the pupils. Directed study fulfils the best laws of learning.

4. The fifty-five-minute period is by far the most common in the junior high schools located in cities in California.

5. Proctor[14] in his study on supervised study in 1916 stated in his conclusions among other things that "the mere fact that teachers assign home work is no sign it will be done." His study shows that comparatively little home study was being done in the cases of 1,660 high-school students distributed in schools in California, Oregon, and Washington. If his conclusions were valid in 1916, should we expect even as much home study at the present time? Many more attractions and distractions are claiming the child's attention, both in the home and outside of it.

6. Proctor also states in his conclusions that "failures are materially reduced by the process of directed study. . . . . Scholarship is definitely improved in the schools having a program of directed study."

7. Teaching the child how to study is the best gift of the school. Study time should be time sacred to study. The chief aims of directed study are economy and efficiency in both learning and teaching.

8. Teachers, to succeed with directed study, need to know the technique of forming and modifying habits of learning.

[14] W. M. Proctor, "Supervised Study on the Pacific Coast," *School and Society*, VI, 326.

Teachers also need to have the scientific attitude toward progressive methods in education.

9. There is no uniformity of opinion, judging from the literature on the subject, as to the type of supervised study most desirable in the different subjects. It is doubtful if a definite plan has been evolved which will handle all subjects in a satisfactory manner.

10. Supervised study may be carried on successfully in a forty-minute period. There is no justification for saying that a sixty-minute period is necessary successfully to carry out supervised study.

11. In the last analysis the success of directed study lies with the individual teacher. If teachers view the matter intelligently, organize the subject-matter skillfully, study the individual problems, and make necessary adjustments, the success of almost any directed-study plan is assured.

XI. STUDENT PARTICIPATION IN DISCIPLINE OR CONTROL

BY LOUISE K. FLEMING[1]

One of the biggest problems confronting the pioneers in the junior high school movement, and yet one that is being dealt with most successfully by the present methods, is the age-old bogey, discipline. Regarded in a broad sense, it is indeed the primary problem, for without properly directed discipline the other objectives of the school would be impossible of attainment. This is true of any school, but that it is particularly important in junior high school no one who has had to deal with persons in the early adolescent stage will deny.

Adolescence and discipline.—Between the ages of twelve and sixteen the boy or girl emerges from the safe and careless years of childhood into a new world. He begins to see himself as an individual, a personality, and his relationship toward the whole group of human society changes. No longer is he willing to let someone else do his thinking for him; he rebels at authority, whether of parents or of teachers. A new feeling of power and self-importance possesses him, and he would command instead of taking orders. Fortunate indeed is the student who falls during this critical period into the hands of understanding parents and teachers. Favored beyond his fellows is he who can learn both to command and to obey in a little community of his own, trying himself out on some of the problems the world holds for him, under the safe and wise guidance of the modern junior high school.

It hardly need be said that the necessity of supplying wise guidance at this unstable period makes the job of the junior high school one of the most important in the whole plan of education. Endless patience, an understanding heart, and an abiding confidence in the underlying soundness of youth are indispensable requirements in the guides and advisers of this age. A high spirit of idealism and honor must pervade every phase of the system.

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Student participation in government. — In creating a little community for the young citizen to live in, there must first of all be an established government. Experience has proved that, to function successfully, this must be a government more or less of his own making; and, furthermore, it must be a government in which he is given genuine participation. His ideas should be given fair and respectful consideration and accepted whenever possible, or the organization will be to him only another system of authority aimed at his freedom of thought and action. Guidance is necessary, of course, but it must be kept in the background.

Constitutional convention.—Some junior high schools have met this difficulty by calling a constitutional convention, a "free-holders' " convention, so to speak, made up of representatives from among the students, with certain faculty advisers. This convention has studied methods used elsewhere and at last has drawn up a constitution embodying a form of student-teacher government.

Forms of government.—The form chosen differs somewhat in various junior high schools. Several stress the idea of service and are known as Student Service Leagues; others call themselves Civic Leagues; one, featuring the honor idea, centers its authority in a "Credit Board"; and still another is organized plainly as a Student-Teachers' Union. In plan and scope, however, the organizations are essentially the same, embodying a representative form of government, including legislative, judicial, and executive departments, the offices to be held by students under faculty advisers. The form, however, is not nearly so important as the spirit of the organization. If students' ideas are really valued and considered by the faculty members working with them, then is real student-participation secured; but if back of an elaborate system of offices and commissions lies a real autocracy, students are quick to realize the fact, and the desired object is lost.

Legislative authority.—In the majority of schools, legislative authority is vested in a student council made up of elected representatives from the different home rooms, with the

addition of one or more faculty advisers, and, in many cases, the principal of the school. Preference is usually given to the upper-class home rooms in the allotment of representatives, the ninth-grade home rooms in some instances being allowed three each, the eighth-grade home rooms two, and the seventh-grade one; in some cases, the low sevenths are allowed a representative but without a ballot, their judgment being considered undeveloped. In this council or board of control the necessary regulations for the deportment and conduct of the school are considered and passed upon and financial matters handled. The representatives report back to their home rooms, invite discussion in home-room meetings, and carry the ideas of their constituents to the next council meeting.

Executive officers.—Elective officers of the organizations are usually president, two vice-presidents, one for boys and one for girls, secretary, treasurer, various commissioners, yell-leaders, and song-leaders. Sometimes a mayor is substituted for president, and in one school observed a boy-president of a boys' self-government committee and a girl-president of a girls' self-government committee were additional officers. A historian, who keeps records and files of school events, is sometimes included, as is also the editor of the school paper. In the school with which the writer is most familiar, five commissioners are among the elected officers: (1) commissioner of activities; (2) commissioner of properties; (3) commissioner of ways and means; (4) commissioner of publicity; and (5) commissioner of law and order. The last-named heads the "star squad," the school's crack traffic organization, and is one of the most hotly contested and highly valued offices in the gift of the student-body.

Enforcement of law.—The enforcement of the laws and regulations decided upon in the student council is the work of a very important group. As in states, so in schools, enforcement depends largely upon the consent of the governed, this consent being very greatly influenced by the existing spirit toward laws in general. One school experienced considerable difficulty at first in finding boys who were willing to help en-

force the laws. "You lose all your friends," was the complaint voiced. Gradually, however, a spirit of co-operation and good will was built up among all the students; a desire to serve the school and to promote the common good—to make the kind of school they could all be proud of—took the place of fear and antagonism. The enforcement offices became positions of honor and are now as eagerly sought as they were once avoided.

Safety committees.—Among the California schools under observation the majority enforce rules through groups known variously as traffic squads, safety committees, hall police, yard officers, or sponsors of order and deportment. Duties vary, as the names indicate. In one large school situated upon a much-used city highway there are four groups, all under the leadership of the commissioner of law and order: the star squad for out-door street traffic; the hall traffic monitors for indoor traffic; assembly hall supervisors; and yard officers. Each wears a special emblem of authority, arm-band or badge, and it is the exceptional student indeed that fails to heed their authority. Arrests may be made and court summonses handed to delinquents.

Star squad.—The star squad is organized in accordance with the demands of the State Safety Commission, and in the school just mentioned has had the advantage of special training from the head of the City Traffic Squad, who is deeply interested in this project, and frequently calls upon these boys to assist in uptown traffic on occasions involving special crowds. The officers are on duty at assigned street-crossings leading to the school grounds before and after school and at the noon hour. They have authority to halt and direct traffic, and are directed to report to the City Traffic Bureau any motorists who fail to obey their signals. The Student-Teachers' Union has provided these boys with slickers, rain-hats, and rubber boots to wear when they are forced to be on duty in the rain.

Hall traffic.—The hall traffic monitors direct all hall and stairway traffic. They leave their classes at the first bell and take regular stations in halls and on stairways, maintaining order and a "keep to the right" policy between class periods.

Associated with these officers are the "pass monitors," who maintain certain posts in the hallways during class periods, demanding passes of all students found in the halls and keeping a record of all passers-by. These students are seated in desk-arm chairs and have opportunity for study. They also serve to direct any strangers who may pass.

Assembly supervisors.—It is an interesting sight for one accustomed to old-time methods to visit an assembly where the supervision is entirely by students. A boy in the middle of a row grows too talkative; almost instantly he feels a tap on the shoulder or sees the beckoning finger of a student supervisor, and the next minute he is tip-toeing meekly out behind the officer of the law. The justice of the summons is seldom questioned.

Yard officers.—Yard officers maintain order on the playground, protect the grounds, and exercise a general supervision outside the building. In some instances special supervisors are appointed for the shops and for the cafeteria.

Oath of office.—Some schools have the traffic officers formally sworn into office at a school assembly. The following oath is taken:

> I pledge, that I will not take advantage of my position to lord it over others, nor will I allow them to impose on me. That I will obey the instructions given me in the matter of handling traffic, will pay strict attention to business, and will not play while on duty. That I will so conduct myself while on duty as a member of the Junior Traffic as to be a credit to the uniform that I wear and to the trust reposed in me by the principal of my school and by the Chief of Police.

The effect produced upon individual character by such a trust is worthy of note. On several occasions within the observation of the writer the one chosen as the commissioner of law and order has been a boy of low IQ (in one case a non-curricular student) and a potential trouble-maker. The dignity attached to the office, together with the confidence imposed in him by the whole school, has completely made him over. All his qualities of leadership have developed toward leadership for the right, and he has been sent out into the world to become a good citizen

according to his station and ability. His station may not be high, but he has the making of a good policeman or leader of a traffic squad, at least, instead of a possible law-breaker.

Judicial authority.—Directly associated with the enforcement system is the student court. This is conducted like a regular court, with court officials, jury, and judge. In some schools a teacher takes the position of judge, but in the most successful handling of the project a student fills that position also. Occasionally the president and vice-president of the student-body may sit as associate judges and may offer opinions. The uninitiated may well marvel at the dignity, order, and precision of the whole proceeding, and the moderation and justice shown in the verdicts is often worthy of remark. Penalties imposed are either after-school detention, work for the school, loss of merits, or, occasionally, essay assignments on topics appropriate to the offense. In one school a day of no arrests is a banner day, and fifteen banner days are rewarded with a free movie for the school.

Merit awards.—Occasionally one finds the judicial authority in a school taking a different form. One school has "merit boards," one for the boys and one for the girls. These boards consist of three members each, selected from a group of eligibles proposed by the Boys' and the Girls' Leagues, and they may try all students summoned for offenses against the good order of the school.

Eligibility to office.—Right here it may not be amiss to say a word about eligibility. All students who hold offices of trust must stand well both as to citizenship and scholarship. Nominations of students to the major offices may be made only after obtaining a satisfactory report on the nominee from the school counselor. In most cases nominations must be filed on special forms previous to the open meeting in which the oral nominations are made from the floor. Failure to follow this procedure disqualifies the nominee. One school goes farther and requires a nominating petition signed by ten per cent of the student body. In a large school, however, this provision would work considerable hardship.

Elections.—Elections are frequently conducted by classes, actual balloting taking place in the home room, with proper election boards for tallying, etc. A project requiring considerably more time and effort but worth the trouble in the training involved is an election in regular form—ballots, booths, and all, preceded by registration of voters on a stated day. This plan is being adopted by at least one school this year, in the hope that the training received in six successive semesters in junior high school will result in a greater interest in the elections of the future.

Merit systems.—One of the methods of discipline that has called forth wide discussion in junior high school practice is the use of a merit system. This idea is far from new; prizes and awards as an encouragement to well-doing have been used throughout the history of education. The greatest objection to such methods is of course the same as that attaching to marks for scholarship—the danger that the means will be mistaken for the end and the acquirement of marks or merits become an end in itself. When a demerit system is included there is the further danger resulting from the use of a negative method —fear of punishment may take the place of desire for well-doing. While some junior high schools publish an elaborate list of possible causes for demerits, it is the experience of the majority that the longer the merit list and the shorter the demerit list, the better will be the resulting discipline.

In practically all those schools that have adopted a merit system, the student starts with one hundred merits. These merits, as one school points out, are considered as symbolizing the character of each pupil, his honesty, punctuality, initiative, etc. Merits are based on character, attendance, conduct, scholarship, physical efficiency, and service. Students are encouraged to build up a merit record, leading in most cases to some definite award, such as an honor pin, membership in an honor society, or a block letter. Some schools require that a pupil attain a certain number of merits or service points in order to be eligible for graduation, depending, of course, upon the number of semesters he has attended the school.

The merit system of one progressive school is based upon a carefully worked out five-point idea. The eligibility standards are: (1) scholarship, (2) school service, (3) home service, (4) physical efficiency, and (5) character. A student who reaches the requirement under all five points in a given semester earns the honor pin, an additional star being added to the pin for each successive semester in which the required standard is reached. The slogan of this school is: "Seek honor through service," the idea being impressed that honor by itself is an empty thing, that the real joy in it comes through the actual service rendered. This is the ideal spirit for a merit system.

A merit bulletin defines the actual requirements for attainment of merits. Scholarship implies certain grades. School service is defined in many ways, including the satisfactory holding of certain offices. Home service requires the signature of parent or guardian, attesting the regular performance of certain tasks without prompting or urging. Physical efficiency must be attested by the physical education teacher. And character must be proved by a statement from five teachers, including the home-room teacher, on five personality traits: reliability, cleanliness, courtesy, helpfulness (irrespective of reward), and self-control. Some schools add merits for church attendance or attendance at young people's societies, and special merit for co-operation and effort. In most systems special merits may be granted by recommendation of the merit committee, which may be a faculty committee, or one made up of both students and teachers.

Honor societies.—One of the most sought-after and most satisfactory awards seems to be membership in a school honor society. This group forms a nucleus from which students may be chosen for special opportunities, and, with one or two meetings a semester, including initiation of new members and a banquet to which parents may be invited, it satisfies the highest longings of the adolescent age.

Demerits. — Demerits and penalties are less pleasant to consider. Unexcused absence and tardiness and failure to keep appointments are among the common causes for demerits or

loss of merits. (The latter term is preferable.) Conduct unbecoming a good citizen, and failure to observe necessary rules and regulations also bring down the merit record. In some cases these penalties are exacted by the student court. Breach of classroom discipline is usually considered a matter for the individual teacher, not to be handled by giving demerits except for causes specifically laid down in the merit bulletin.

Special projects.—Inasmuch as the junior high school is really a young democracy, attempting to pattern in miniature all the later activities of life, there are almost innumerable opportunities for student-participation in special projects. Many of these will be handled in a later chapter under the head of "Collateral Student Activities," but it seems pertinent to refer to a few of them here in their direct influence upon discipline.

Assemblies.—First let us consider assemblies, rallies, and "sings." It has been found wise in many schools to have a student-teacher program committee, which will plan in advance the more important assemblies and rallies for the year. Many of these assemblies are organized, conducted, and supervised by the students themselves, a training in responsibility and self-reliance not to be overlooked.

Political conventions.—During the presidential campaign of the past year at least two California junior high schools organized assemblies worthy of special note. One of these staged a "Republocratic" Convention, nominating fictitious characters, but imitating in every detail the exact procedure of a modern political convention, even to the press box and pages. The other school also staged a convention, but in this case the real Republican and Democratic candidates were nominated in speeches carefully prepared beforehand, setting forth not political bias and bitterness, but the life and achievements of the nominee. Previous to this, regular registration had taken place, and on Election Day, while their parents voted elsewhere, these young people cast their ballots in approved form for the candidate of their choice. In both cases the dignity and order of the entire proceeding would have served as an object-lesson to much older citizens.

School spirit.—During the late war the notable effect upon spirit and morale derived from get-together sings and rallies was an accepted fact. Equally important results are seen in school, though the need is slightly different. Not fear and depression, but restlessness, indifference, and the spirit of mischief are here the enemies of a fine morale, and in singing and yelling together with a common interest these enemies are effectively routed. No boy has time or thought for devilment while he is yelling with all his might for the team or singing praises to his school. Surplus energy is "let off," and the student returns to his classroom able to settle down to a period of comparative quiet.

Creeds.—In connection with this question of spirit, the formulation and recitation of certain pledges and creeds symbolic of the ideals of the school has proved a marked aid in discipline in certain junior high schools, especially if the creed be couched in terms easily comprehended by the student. Idealism appeals to the youth of this age; he is a hero-worshiper, and more easily moved by a slogan from "Lindy" than by hours of moralizing. At least one of the several "Theodore Roosevelt Junior Highs" in California has successfully adapted Roosevelt's own virile creed to the needs of its students.

Time and time again a careless or thoughtless student has been aroused to a realization of his responsibilities by having his attention called to some statement in this frank and practical credo. Like the Boy Scout's pledge it touches closely the standards of boyhood. Omitting mention of "the big stick," as liable to misinterpretation, here is the Roosevelt Creed as it is used in junior high:

I believe in honesty, sincerity, and the square deal; in making up one's mind what to do and doing it.

I believe in fearing God, and taking one's own part.

I believe in hitting the line hard when you are right.

I believe in hard work and honest sport.

I believe in a sane mind in a sound body.

I believe we have room for but one soul-loyalty; and that is loyalty to the American people.

A major project. — Working together for the common good makes better people out of the worst of us. Many persons thought the long-hoped-for millennium was about to arrive during those strenuous, selfless days of 1917. The same rule works with our busy junior high school pupils. Give them a desired goal to attain, and they will work like beavers, busy, happy, and good. One school I know works toward a major accomplishment each year: one year it was curtains and drapes for the new auditorium; another year it was a grand piano; then dimmers for the stage lighting system; and this year a radio system, including a loud-speaker in every classroom. Each year money was accumulated in various ways toward the desired end—not by begging campaigns. The greater part of each year's total was raised by the conservation of waste material. Each spring and fall a drive is instituted for the collection of old paper, rubber tires, and junk. The district is zoned, a complete student organization is effected, and the work goes merrily forward: a lesson in organization, a sermon on conservation, and unmeasured training in spirit and industry. To one unacquainted with this sort of campaign the financial results are almost beyond belief: the spring drive this year netted over eight hundred dollars, notwithstanding the fact that every other school in the city was conducting a similar campaign.

Community projects.—Not alone for selfish advantage are such campaigns planned, however; the junior high school is made a center for community service. The school just mentioned, in company with many others, gives liberally each year to the Community Chest and to welfare work both for the school and for the community. At Christmas time every student participates in a grand giving campaign, as a culmination of which a gloriously lighted community Christmas tree bears gifts, not for themselves, but for the needy of the district. Many schools do a similar service in Thanksgiving baskets; and some have adopted a less fortunate school to aid, instead of needy individuals. Glee clubs and orchestra do their part with gifts of song, and one group of girls prepares and trims with gifts a Christmas tree each year for the children of a day nursery.

Responsibility.—One discipline problem that demands specific handling is that of carelessness and irresponsibility in the use of property. Economic prosperity, free textbooks, and easy extravagance on the part of many parents tend to foster this very carelessness. To the school, in its task of preparing young people for citizenship, comes the problem of correction. Students learn not by precept, but by doing. They must be given responsibility and taught how to use it. The school bank is one solution, and wherever this project has been tried out it has had wide success.

A school bank.—In one school observed, the bank is connected with the commercial department and is the center of financial activity for the school. All school funds, club funds, and class funds are handled here, as well as the savings of the entire school, faculty as well as students. A regular thrift program is carried on, but deposits may be made at any time, from a penny up. The bank is an accredited branch of a large banking system, and each night at the close of school the funds are transferred to the vaults of the city bank. Those students who have achieved the honor of being bankers attain an unequaled training in the handling of money, and the rest of the school gains a habit of thrift.

Other activities.—The school store, the cafeteria, the book depository, and the office offer other fields of responsibility, and the honor of such service is eagerly sought. In one school an organized group of guides and ushers meets visitors courteously and takes the responsibility of acting as hosts and hostesses on all public occasions. Trustworthiness is the major requirement in all these tasks, and recommendation by teachers is usually demanded.

Another kind of responsibility for property is encouraged by assignment of certain tasks about the school building and grounds. Where conditions allow, a pride in the school garden and grounds is fostered by allotment of certain ground to care for. Students are allowed to participate in flower shows and other exhibits. Arrangement of flowers in rooms and offices becomes a pleasure as well as a responsibility. One school which

has ample grounds but inadequate gardener service has a general clean-up day each spring when the entire student body falls to with hoes, rakes, wheelbarrows, and trucks, and, working in organized groups, removes every weed from the fifteen acres of grounds. A group of girls furnishes refreshments to the hungry crew.

Leagues and clubs.—Many junior advisers feel that Girls' and Boys' Leagues have a greater effect upon discipline than any other single activity. In handling certain questions of policy, such as uniform dress, they are an undoubted aid in forming student opinion. Other clubs such as service clubs and parliamentary law clubs are of immense help to those individuals directly concerned, and probably influence the whole school to some extent. Student participation in visual education and dramatics, as in the case of moving-picture operators and stage crews, is a godsend to certain restless individuals whom nothing else seems to interest.

Home rooms.—All of the activities mentioned heretofore have dealt with the life of the students in their little community. One agency yet untouched, and a powerful one for good, is the students' own home in this mimic democracy, their home room. Just as an adult citizen's actions in the life of the community depend largely upon his home environment, so the organization and atmosphere of the home room exert a far-reaching effect upon the life of the student. Opportunity to participate freely in the activities of the home class, just as in a well-ordered and happy home, confidence in the home-room teacher as a friend and adviser, and a unity of feeling with the class as a whole are vital factors in the turning out of a real junior high citizen. Student participation in socialized recitations of the regular classroom are also valuable aids, but nothing can take the place of good home-room training. "I can tell what kind of home room they come from by the way they behave," is a common remark in schools where the classes pass from one teacher to another for recitation. Individuals may fail to reflect good training, of course, just as a "black sheep" comes sometimes from the best-ordered home, but as a class the criticism is just.

Ultimate purpose.—In all of its training the junior high school must keep in mind a twofold purpose. It must prepare students to go on in higher schools and colleges; but its many students who will never go beyond the junior high it must prepare to take up the duties of life. New as the junior high school is, there has already been time to demonstrate the superior training received by its pupils compared with the conventional seventh and eighth grades. Their initiative and dependability are constantly a matter of comment. It requires time to prove their superior preparation for life itself, but those most interested in this training feel assured that the junior high schools of the land will exert an influence as yet undreamed of upon the standards, activities, and happiness of its future citizenry.

XII. COLLATERAL STUDENT ACTIVITIES

BY H. C. MCMILLIN,[1] AND LOUISE VAN METRE[2]

Conditions of success.—The success of an activities program depends, in the first place, upon the support it receives from the entire teaching corps. Therefore the first step in launching such a program is to "sell it" to the faculty; for even teachers not in charge of activities are affected by them. They are at least called upon for co-operation and for the support of the general scheme. It cannot be expected that all teachers will be equally enthusiastic or successful in their work in the activities program, but it is a certainty that those who are most enthusiastic about the value of the activities which they sponsor will be more successful than those who are indifferent.

A second feature contributing to the success of an activities program is that the plans for this program should be made early in the year and the faculty sponsors carefully selected for their work. In part, this plan will be determined by what has been successfully done during the previous year and by the qualifications of the new members of the faculty. The direction of all activities should be in charge of individual teachers or committees of teachers. These sponsors should be people who are enthusiastic about the work, and wherever possible they should be persons who have had special training and qualifications for directing activities. Certain activities are directed by teachers employed for that special purpose, while many other activities are natural outgrowths of certain subjects in the curriculum. Moreover some faculty members will be found to have interests and hobbies not related in any way to their school work. Thus it is necessary to have a survey of faculty qualifications before selecting and assigning teachers to this work.

Place in schedule.—The worth of school activities justifies giving them a regular place in the schedule. Among the many

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advantages of this are: first, it is an economy of both teacher and student time and effort; second, it makes possible the participation of all students and teachers; and, third, it permits the activities to operate under conditions as favorable as those of the curricular work. Some schools have a regular activities period in their daily schedule. Others shorten periods on certain days and use the time saved for activities. A regular schedule has a decided advantage over an irregular schedule in that both teachers and students know what is going to happen and can plan and be prepared for it. Whatever the schedule may be, activities should be placed within the regular schedule and be held with regularity. Below is a suggestive program:

Mondays .....Home-room activities and student council
Tuesdays .....Banking and thrift
Wednesdays .....Motion pictures
Thursdays.....Clubs
Fridays .....Assemblies

Types of activities.—Certain activities, such as home-room organizations, clubs, assemblies, athletics, and social functions are common to most junior high schools. It is the purpose of this chapter to discuss in detail the organization and administration of these.

The home room.—Whether a junior high school be very small or very large, the administrative force needs to have at least one teacher to whom it can go for detailed information about any particular student. Each student in turn should have one faculty member whose particular task it is to look after his welfare. This is possible through a home-room organization of the school, under which plan a number of students, usually a regular class group, are assigned to a teacher as her home-room group. In the Sturges Junior High School our activity period is between the second and third recitation hours. Second-hour recitation groups are the home-room groups of the teachers in charge of those recitation periods. Thus they go directly from the recitation period into the home-room period without changing rooms or teachers and without losing any time. This

arrangement also gives a homogeneous group of the same grade and ability and at the same time affords the teacher a better opportunity to become well acquainted with her home-room students through their classroom work. No attempt is made to keep a home-room group intact longer than one school year.

The home-room teacher is the representative of the school for her group of students. It is her task to enroll, advise, counsel, keep the records of, and become well acquainted with these students and their home environment. In turn the home-room group is the basic unit of the entire student body. It occupies a position in the school corresponding to that of a state in the United States. The home-room group has its set of officers and committees to care for its government and it also has a representative in the student council. This member attends the council meetings and brings back for discussion the recommendations of that group. He returns to the student council meetings instructed in the wishes of his room. Thus the home-room organization is the most representative group of the school and the one in which all students are represented and may have a voice in school affairs. Through the home room desired school policies may be inaugurated and carried out uniformly throughout the school.

Below are given the four topics for the home-room period program for the month of January when one activity period a week is used for home-room work:

(1) New Year's resolutions; (2) Benjamin Franklin and thrift; (3) schedules for next semester; (4) election of officers for second semester.

Clubs.—Clubs serve the purpose of motivating school work and broadening the interests of students. The requisites of a good club are that it must be related to and supplement school work, must develop interests and give training for avocations which will last through life rather than for a short period of time, and must make school life more interesting and worth while.

Any club should be open to any student who has the interest and qualifications to make a desirable club member. The ideal

situation is to have every student interested in some club or clubs. However, for one reason or another a considerable portion will not join any club. A plan must be worked out to care for these. Some schools require students who do not join any club to attend a study hall during the club period. This appears to many students as a penalty for not joining a club and drives into clubs many students who make poor members. Another and a better plan is to have an assembly for all students who are not club members. This assembly may be regarded as a club and conducted as such. Since clubs are curricular there should be no special eligibility requirements for membership. However, club members often make public appearances on assembly programs and elsewhere, and since such appearances are a mark of school approbation eligibility qualifications of both citizenship and scholarship should be required for them.

With all clubs meeting once a week during an activity period, a student has an opportunity to belong to only one club that meets during school hours. To permit students to belong to more than one club, a good plan is to divide the clubs into two groups with each group meeting on alternate club days. This permits students to belong to two clubs, and each club then meets every two weeks.

Club regulations.—Since the interests of junior high school students are very transitory, the administration of clubs is difficult and their personnel tends to be very changeable. Regulations are necessary to cause students to consider carefully before they make their club selections and also to enable faculty sponsors to maintain an effective standard of work. The following regulations are suggested:

1. Clubs should be democratic and open to any student having the interest and ability to make a useful member.
2. Members who manifest no interest or who fail to meet the requirements of the club should be dropped from membership.
3. There should be no dues, and necessary expenditures should be kept to a minimum.
4. Regular attendance should be required.

5. Not more than one transfer should be permitted in club membership during a semester.

6. Members representing the club in meetings other than club meetings should be required to meet school eligibility requirements.

7. Clubs should report attendance and minutes of meetings to the school club director or to the principal.

8. Each club should have its constitution and by-laws.

9. Certain clubs, such as athletic clubs, can meet to better advantage outside of school hours. Since, in these, there is greater opportunity for bad practices and waste of time than in the clubs which meet during school hours, they should be governed by more stringent regulations than those suggested in this chapter.

Introducing a club program.—Owing to the importance of good faculty sponsorship, it is wise to have the faculty sponsors selected before the clubs are open to the students for membership. After club plans are completed, a special list of clubs available should be placed before the students in such form that they may be able to know what the club expects to do and to judge whether or not they care to join. The following is illustrative of a club prospectus:

SCIENCE CLUB

Purpose.—To encourage interest along scientific lines; to create an enthusiasm for scientific learning; to create a keener interest in regular classroom work; and to develop an appreciation of the importance of science in our everyday life.

Activities of Club.—A discussion of the part science plays in our life; reviews of current developments in science; experiments and discoveries; review of articles in science magazines. Our science laboratories will be used for this work.

Membership.—Limited to sixty members, divided into two sections of thirty each.

Requirements for membership.—A genuine interest in the activities of the club.

Faculty sponsors.—Miss Harvey and Mr. Giffen.

Time of meeting.—Activity period on Wednesdays.

Place of meeting.—Science Rooms 18 and 20.

Kinds of clubs.—Clubs are almost infinite in number and variety. Below is a suggestive list by school department:

ENGLISH DEPARTMENT

Short-Story Club
Good English Club
Bookworm Club
Booklovers Club
Story Hour Club
Debating Club
Dramatic Club
Public Speaking Club
Reporters Club
Press Club
Journalism Club
Pageantry Club
Reading Club

PHYSICAL EDUCATION DEPARTMENT

School Letter Club
Campers Club
Outdoor Club
Life-Savers Club
Boating Club
Dancing Club
Hiking Club
Games Club
First-Aid Club
Cross-Country Club
Physical Culture Club

MUSIC DEPARTMENT

Choral Club
Glee Clubs
Music Culture Club
School Orchestra
Music Appreciation Club

DEPARTMENT OF MATHEMATICS

Puzzle Club
Mathematical Recreation Club
Applied Mathematics Club
Mathematical Wrinkle Club
Paper-Folding Club
Graphical Club

SCIENCE DEPARTMENT

Camera Club
Agriculture Club
Nature Study Club
Bird Club
Wild-Flower Club
Wild Animal Club
Small Animal Club
Forestry Club
Woodcraft Club
New Inventions Club
Geology Club
Dot-and-Dash Club
Electricity Club
Gardening Club

HOUSEHOLD ARTS DEPARTMENT

Etiquette Club
Marketing Club
Camp Cookery Club
Embroidery Club
Needlework Club
Millinery Club
Dressmaking Club
Valet Club
Hostess Club

MANUAL ARTS DEPARTMENT

Kite Club
Engineering Club
Sheet-Metal Club
Radio Club
Drafting Club
Blue-Print Club
Repair Club
Archery Club
Gift Club
Airplane Club
Applied Mechanics Club
Auto Mechanics Club
Live-Wire Club

SOCIAL SCIENCE DEPARTMENT

Current Events Club
Civic Club
Know Your City Club
Travel Club
Exploration Club
Country Gentlemen Club

FOREIGN LANGUAGE DEPARTMENT

Classical Club
French Club
Spanish Club
Latin Club
German Club

ART DEPARTMENT

Scrapbook Club
Home Beautiful Club
Decoration Club
Sketching Club
Camera Club
Cartooning Club
Pottery Club
Basketry Club
Collectors Club
Art-Metal Club

COMMERCIAL DEPARTMENT

Penmanship Club
Correspondence Club
Typist Club
Business Practice Club
Office Practice Club

SCHOOL SERVICE SECTION

Officials Club
Friendship Club
Ushers Club
Stage-Crew Club
Cheerful Service Club
Boosters Club
Success Club
School Beautiful Club
School Safety Club

Assembly.—The school assembly should serve these purposes:

(1) Bring students together to enjoy and participate in inspirational and instructional programs; (2) supplement the curricular work of the school; (3) develop an appreciation of

the aims and ideals of the school; (4) give an opportunity for the school administration to express its approval of the outstanding work of the school by having examples of this work presented before the student body; (5) develop school spirit and school unity.

Assembly organization.—Assemblies should be planned for some time in advance of their presentation. An assembly committee composed of students and teachers makes a satisfactory group to plan and supervise the programs. The larger the school the more material there is available within the school for programs. In the larger schools, except for the first few weeks of school when organizations are getting under way, there will be an abundance of material from which to draw for assembly programs. Most of the programs should be given by the students and should represent the best work of the school and its activities. The task of the assembly committee is largely that of selecting the most worth-while material for assemblies and reviewing the programs just before presentation.

Frequency.—Assemblies should be held at least once a week and on a regular schedule. Occasionally an extra assembly may become necessary to care for an outside attraction of particular merit which becomes available on short notice. Students should be assigned regular seats in assembly and whenever possible should be in charge of the faculty member who has them in class immediately following the assembly hour. If assembly programs are up to the proper standard, there will be little need for disciplinary measures as a result of assembly conduct.

Types of programs.—Junior high school students are particularly responsive to dramatizations and demonstrations. This is a much better way to present a topic than merely to talk about it. Early in this school year the Sturges Junior High School desired to build up the subscription list of the school paper. Coached student speakers could have appeared effectively before the home-room groups urging students to subscribe for the paper, but the better method of dramatization was used. The faculty sponsors of the paper were given a portion of an

assembly period in which to present the facts about the paper to the student body in dramatized form. At this assembly the stage curtains parted showing the paper staff at work on the school paper. After the student body had listened to fifteen minutes of well-dramatized conversation among the staff members, the desired results had been obtained in a manner that was pleasing and instructive to all.

In many places the question of proper school dress is the subject of hours of sermonettes by the dean of girls with the result that she is termed a "crank" by many and favorably influences very few. The Sturges staff has dealt with this problem by having two assemblies given by our Art and Textile classes having as their object instruction in proper school dress. The programs were in the nature of a fashion show. Various types of well-dressed students appeared upon the stage with a student explaining why the styles and colors were appropriate for the types. Mingled among the well-dressed models came exaggerated examples of poor choice of styles and colors. The result was a pleasing program, very effective in serving its intended purpose.

Material for programs.—The following list suggests material and events suitable as topics for assembly programs:

Celebration of special days
- Columbus Day, Halloween, Armistice Day, Thanksgiving Day, Christmas, Lincoln's Birthday, Washington's Birthday, St. Patrick's Day, Arbor Day, Easter, Memorial Day

Club assemblies

Demonstrations of classroom work
- Debates
- One-act plays
- Dramatizations by English Department
- Educational motion pictures
- Physical education exhibitions
- Songs and plays by Foreign Language Department
- Demonstrations by Science Department
- Dramatizations by Art and Household Arts Department

Community interests
- Fire prevention
- Safety
- Health programs
- Elections
- Conventions
- Junior Red Cross
- Community chest
- Sanitation

Music assemblies
- Assembly "sings"
- School organizations
- Demonstrations by Music Department

Dramatic presentations
Outside talent

Athletics.—Athletics[3] are treated in another chapter of this book. It is sufficient to say here that all students regardless of athletic ability should have an opportunity to enjoy and profit by athletic competition. For this reason intergroup and interclass games should be stressed. California junior high schools, by practically eliminating interschool athletics, have been able to place emphasis upon intramural athletics for all, regardless of ability.

School publications.—Junior high school publications are usually limited to the school newspaper. The form of this varies from a mimeographed sheet in the smallest schools to a weekly newspaper in some of the larger schools where a complete printing equipment is available. The publication of a weekly or a bi-weekly newspaper is most advantageous for a junior high school of average size. Training in journalism is a secondary motive for the existence of most junior high school newspapers. The primary purpose of the newspaper is to give the school news to the students and patrons, to foster school spirit, to develop unity in the school, to encourage worth-while school activities, to serve as a medium of expression of student

[3] Chapter xvi, pp. 298–300.

opinion, and to afford an avenue of self-expression to those students interested in writing.

Sponsors.—The sponsoring of the newspaper must be assigned to other teachers if the school does not have an instructor in journalism. These teachers must be sympathetic toward the project and preferably familiar with the school by reason of some years of teaching experience in it. Sponsoring of the newspaper is a task which requires a large amount of time if it is well done. A good plan is to assign more than one sponsor for this work. In the Sturges Junior High School two teachers are put in charge of the newspaper. One of these is in charge of the business management of the newspaper, while the other is responsible for all news copy. These teachers are permitted to select and organize their student assistants as they desire.

Student Council.—Any plan which enables the student body to co-operate with the faculty in promoting school welfare may be called a student council, although other names are sometimes used for such organizations. School is now not only a place in which to prepare for living but also a place in which to live a normal life while preparing for the activities of adult life. We should have a democratic school organization paralleling as much as possible the activities of adult life. From the point of view of the students the benefits of a student council are that it gives the students an opportunity for developing initiative and leadership, teaches co-operation, makes the students more self-directive, and creates a more wholesome school atmosphere because of the larger student participation in school affairs. From the point of view of the faculty, it relieves the teachers from a mass of routine duties which can be as well and much more profitably done by the students.

Forms of organization.—There are several good forms of student-council organization. Essential qualities of any student-council organization are that it be representative of the entire school, be representative of the average student, be representative of the faculty, have definite duties and powers, and not be a disciplinary organization.

In the Sturges Junior High School, there is the home-room

type of organization. Each home room elects one representative to the council. The council officers are elected from the home-room representatives by the representatives themselves. The student council will succeed just about to the degree in which its faculty sponsors direct it wisely. Since the powers of the student council are delegated to it by the school faculty, the faculty should work through the council whenever possible. The council may be given a large responsibility for the extra-curricular activities of the school. The following list of committees is suggestive of the organization and duties of a student council: assembly, athletic, cafeteria, civic, club, financial, publications, school exhibits, and traffic.

Social functions.—Social values are obtained from all of the school activities, whatever their primary purpose; but the school should also have some activities that are primarily social. The size of the school and the facilities for handling parties will determine what the programs shall be. If the school has a gymnasium, that is generally the best place for a party. Social functions, to be worth while, must be carefully planned and well regulated. A committee from the faculty and the student body should plan and control parties. Faculty representatives from the physical education department are usually the most successful in conducting games and dancing. The English department usually has the representatives who can best conduct plays. The music department should have the representatives in charge of the music, and a representative of the art department should be responsible for the decorations. The household arts department can best plan the refreshments. Essential regulations of social functions are that:

1. They must be carefully planned, and there must be activity for all.
2. Social affairs must be held on the school grounds and under the auspices of faculty members.
3. The best time for parties is after school on Fridays or on days preceding a holiday.
4. Attendance is limited to students and faculty members.

5. A limit should be placed upon the number of parties an organization may have during the year.

Conclusion.—The success of the collateral activities program depends upon the spirit with which faculty members conduct it. Faculty members should be expected to conduct their activities assignments with the same enthusiasm and thoroughness expected of them in their curricular assignments. The more enthusiastic faculty members should be assigned the most important tasks in the activities program.

The ideal goal is to have all students participate enthusiastically in one or more activities. The purpose of the activities program is to broaden student interests, to give social and civic development, and to train for the wise use of leisure time.

Collateral activities should have a regular place in the school schedule, be regarded as having values equal to those of the more standardized curricular subjects, and be conducted with the same thoroughness.

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XIII. SUPERVISION AND IMPROVEMENT OF INSTRUCTION

A. STANDARD METHODS

BY GEORGE H. MERIDETH[1]

The major activity of the supervising officer, whether he be principal of the school or the so-called special supervisor, should be that of improving conditions which make for the largest amount of learning on the part of the child. There has undoubtedly been too much stress on supervision and not enough upon the necessity for improving the quality of instruction which the child receives. When concern about supervision is overstressed, the focus of attention tends to swing toward the adults who supervise and away from the child and his learning activities. As a result of this undue concern about supervision, bad relationships between the teacher and the supervising officers have frequently arisen.

Importance of improving instruction.—Those who would improve the learning activity of the child must consider that in the improvement of instruction the laws of learning apply as much as in any other learning situation. Hence he who would aid the teaching process should seek to establish desirable learning situations between the supervisor and the teaching staff. Good instruction is characterized by desirable pupil activity and growth within the classroom. In like manner, it is logical to conclude that if desirable teacher activity and growth is to take place proper instructional relations must be established between the teacher and the supervisor.

The school administrator must take account of the fact that educational costs in this country have reached the point where they cannot be greatly increased. Therefore, all schoolmen should co-operate in promoting plans for increasing the efficiency of instruction and for developing a type of organization that will make it possible for the principal to devote a larger

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amount of time to the work of supervision and the art of instruction. This demand upon the principal requires a degree of skill and ability to organize and stimulate to best effort those who work with him, and constitutes a challenge never before equaled in our educational experience.

Assuming that the responsibility for improving instruction is of major concern and must be faced, the question arises as to how one can obtain a better teaching service. No teacher will be capable of improving the learning reactions of the child without being conscious of some of the better elements that constitute good instruction.

In any field of endeavor those who achieve with the most satisfactory results must have been trained to a high standard of excellence in that field. It follows in teaching that those who perform the best service must very clearly conceive of its better principles. The officer who improves his staff in this activity must make it his business to establish those educational standards upon which good instruction will depend.

Teaching standards.—Standards of teaching involve certain fundamental principles which are the basis of all good class instruction; among them the following may be suggested:

a) The teacher should so plan his class activity as to keep himself in the background, thereby giving the children the center of the stage.

b) His task is to stimulate and direct student initiative and self-expression in appropriate learning activities.

c) He should serve as a critical spectator or adviser and a careful student of the individual problems of his class rather than function as a hearer of recitations.

d) The teacher should guide the plan and execution of classroom work, developing the students in observation, judgment, reasoning, and in skill in research and presentation.

e) With the teacher also rests the responsibility of developing right ideals, attitudes, habits, and skills.

f) He should keep an account of the progress of the child's physical, mental, moral, and social development, as well as subject-matter accomplishments.

g) The school should be set up as a laboratory wherein pupils may practice democracy. Herein lies the opportunity for co-operation, competition, and the striving to live up to one's best ability.

h) The lesson assignment which provides for adequate growth of children is essential and must be characterized by interest, definiteness, and a purpose clearly visible to the child.

When teachers have become conscious of the criteria of good instruction, they are on the road to a philosophy of education adequate to their needs. One's philosophy of education is the largest single factor in his teaching technique, provided it governs his practice and controls his pupil relationships. Those who would improve instruction would do well to consider that one's philosophy of education is a point of view which is matured by reflection, study, and the exercise of judgment. One's views should never become absolutely fixed but should change from time to time through study and experience.

Teacher co-operation.—It is one thing for the members of the teaching corps to have an academic knowledge of the standards of good instruction, and quite another to apply in the daily teaching procedure the principles determined through discussion or learned from books. If the standards have been developed through teacher participation, the daily practice of the teacher will tend to be governed by that which he himself has helped to evolve.

As the staff is led to accept certain principles which characterize good instruction, they should at the same time be helped to evolve a means of self-analysis which will enable them to measure their activities in terms of the principles agreed upon. These principles will have been established through co-operative discussion with their supervising officers. Herein lies a real opportunity for teacher improvement if the supervisor leads the teachers to evaluate their own work in terms of high measures of accomplishment. Under such circumstances, the members of the teaching staff will build into their practice the desirable elements of good classroom instruc-

tion. Once the staff and the supervisor have determined to strive for a high level of achievement on a democratic and inteiligent basis, the principal is faced with his most challenging task. He must do everything in his power to aid his teachers in realizing the objectives established for their work.

Aids to supervision.—Certain means of aiding the work of superintendence may be described in turn.

1. *Conference.* — Conference involves both the principal and others who supervise. This conference must be characterized by sincerity, democracy, and intelligent procedure.

2. *Observation of a unit of instruction.* — Teachers are often improved by an opportunity to visit other schools or work of others within the same building. On certain occasions teaching done by the supervisor will enable the classroom teacher to improve her methods.

3. *Faculty meetings.*—There is no better opportunity available to the principal for improving instruction than that afforded through faculty meetings. Herein lies the opportunity to inculcate in his teachers the philosophy of education under which the school is at work, to establish a democratic relationship, to analyze and diagnose the common problems, and to guide the task of all.

4. *Reading and study.*—No professional worker is considered much better in his accomplishment than the level of the range and quality of reading and study which he continually does. Through the use of well-selected professional magazines and professional books and through formal study teachers may be enabled to improve their teaching in a marked degree.

5. *Work on the curriculum.*—Says Superintendent A. L. Threlkeld of Denver, Colorado:

> A democratically organized program of curriculum revision develops in teachers and all concerned a scholarly background for the work in which they are engaged. Supervisors no longer have to give "normal training courses" to teachers which too often have been merely processes of "putting things over," but on the other hand they find a body of teachers alert and intelligent and ready to go on any challeng-

ing project of improvement in instructional service. This is the real purpose not only of supervision but of the entire school program.[2]

6. *Travel.*—The teacher who has enjoyed a variety of experiences and gained first-hand information through travel in other lands has a means of enriching her teaching not possessed by the non-traveled teacher.

The aids to instruction outlined above, whether they reflect the so-called close supervision or the supervision which operates on a broader basis, should afford ample opportunity to aid teachers in improving their instruction. If the supervision policy deals with these broader issues it allows ample opportunity to recognize the professional status of the teacher and at the same time helps to improve him in the art of instructing children.

Inspectorial supervision undesirable.—All of our abler educators are convinced that we should get away from the inspectorial type of supervision which engenders distrust of their administrative officers on the part of those who teach. Insincerity, which is the by-product of inspectorial supervision, does much more harm than all of the good that may come from the supervisory program. On the contrary, once friendly relations and a spirit of confidence are established between the various supervisory officers and between these officers and the classroom teachers, the way is open to real co-operative effort, toward improving the teacher in service.

Once the standards of high accomplishment have been set up by the teachers and the supervisory officers in co-operation, the future growth of this group will be contingent on their ability to set up new objectives and to visualize ever finer outcomes. If the first accomplishment has been attained on a proper basis, there will necessarily follow a development within the group of the ability to set up new standards and proceed as before in their achievement and accomplishment.

Self-analysis.—The teacher must be provided with a technique with which to measure her progress toward better teach-

[2] *Education Supervision, First Year Book of National Conference on Educational Method,* pp. 216–218.

ing. Self-analysis is essential to growth. Directed introspection as a means of personal improvement is desirable. When the proper relationship exists between the teacher and supervisor, a sincere professional rating of the work of the teacher by the teacher herself as well as by the supervisory officer will be found most valuable in bringing about better instruction.

Measures of teaching efficiency.—The final test of the worth-whileness of instruction is the amount of growth in desirable modified attitudes, knowledges, and skills possessed by the child. However, the teacher's service can be measured by objective tests only in part. Another index is the willingness with which children carry on their school tasks and the eagerness with which they participate in the school activities of every sort.

The Pasadena plan of supervision.—The discussion up to this point has attempted to indicate to the reader what is considered the best practice in the field of supervision. How the general principles are practiced in a specific situation may be of interest. In Pasadena the schools have been operating under the kindergarten-6-4-4 plan of organization. This organization provides that the work of the kindergarten and the first six grades constitutes the elementary, while the secondary school has been divided into two units of four years each.

One of the chief problems faced by the supervisory officers has been to work out the better policies of procedure with reference to the new organization. The various supervisory officers have used a democratic procedure in developing school policies. The following methods are among the most important that have been utilized in this process:

First: An administrative conference was held before the beginning of the school term of 1928–29, lasting over a period of ten days, in which the basic policy of democratic administration was most thoroughly discussed. The group of superintendents and principals accepted the well-known line-staff type of administration. This group set up the major objectives to be accomplished for the year. One objective which received the most emphasis was that of improving instruction.

Second: The junior high school principals and other supervisory officers held a series of meetings with their faculties, studying and discussing the possibilities and objectives of the lower four-year unit of the secondary school. To them it became clearly evident that the four-year junior high school had two functions: one, to extend exploratory experiences to boys and girls at the lower level; and the other, to afford the students at the ninth- and tenth-grade levels opportunities to pursue with profit those courses found profitable to themselves and society, whether to prepare for college or to equip themselves to earn a livelihood without attending college.

Further, the same groups studied throughout that year the problems with which they had been confronted as a result of the establishment of the four-year junior high school. This included the effect of the presence of the older grade, i.e., the tenth, on the rest of the student body as well as the effect on this grade itself as a result of its location in the junior high school. Another problem considered was how best to group the students in terms of this new unit in order to develop the best instructional opportunities.

Into the faculties came a membership made up of teachers from junior college, elementary teachers, and the traditional junior high school teachers. Through this method of common discussion, there has evolved a unified concept as to the functions, purposes, and problems of this unit. There has arisen from it the true spirit of growth and co-operative effort.

Curriculum revision program. — The supervisory officers have also worked with the teachers in the development of a curriculum to meet the needs of the children, taking their common problem as defined by the superintendent of schools:

1. *Problem:* To provide the children in the Pasadena city schools with a curriculum which will make possible a continuous, progressively co-ordinated series of experiences, which shall be in keeping with present-day philsophy of education and which shall be a vital and meaningful part of their everyday life in our current civilization, enabling them more fully to organize, integrate, and interpret all their life experiences, and

hence achieve a "continuous reconstruction of experience" or growth.

2. *Solution:* To meet the needs considered above, the superintendent has created a curriculum council whose function it is to study local educational problems and needs relative to the curriculum. The form of organization of this council and its co-operating committees has been determined upon the basis of the previously mentioned considerations. Since the curriculum constitutes as it were the woof of our educational fabric—if we think of the nature and needs of the child as the warp—a council for studying its problems must be representative of all levels in the school system in order that the pattern as woven eventually shall be continuous, harmonious, and meaningful. A superintendent's curriculum council has been determined upon to plan, organize, and administer the study and experimentation needed at every point in the school system to achieve a curriculum which shall provide vital and worth-while activities for the children in our schools.

The organization and functions of the Curriculum Council are shown in the outline on the opposite page.

Functions of the Council: The Council is to perform the following functions:

a) Determine upon tentative general principles to serve as a basis and guide for all activities involved in curriculum development.

b) Formulate the general objectives to be kept in view.

c) Define the large fields to be set up within the curriculum.

d) Organize courses of study within the secondary curriculum.

e) Determine constants and electives in the various courses of study.

f) Render decisions regarding disagreements between committees as to sequence or grade placement of large units, time allotments, etc.

g) Administer experimentation necessary for the settlement of uncertain or disputed points.

h) Determine promotion and grade requirements.

i) Co-ordinate the work of the Elementary and Secondary Committees and their Subject-Matter Committees where necessary.

j) Provide for the publication of course of study and research monographs.

CURRICULUM COUNCIL

Assistant Superintendent
Director of Administrative Investigation and Research
Director of Elementary Education
Director of Child Welfare
Director of a Special Subject
Director of Visual Education
Director of Adult Education
Supervisor of Guidance
Junior College and High School Principal
Part-Time Principal
Junior High School Principal
Elementary Principal
A Supervisor
A Junior College and High School Teacher
A Junior High School Teacher
An Elementary Teacher
A Teacher of a Special Subject

ELEMENTARY CURRICULUM COMMITTEE

Director of Elementary Education
Elementary Principal
Director of a Special Subject
Junior High School Principal
Director of Research
Supervisor of Guidance
Three Elementary Teachers
Two Junior High School Teachers
One Senior High School Teacher

SECONDARY CURRICULUM COMMITTEE

Assistant Superintendent
Senior High School Principal
Junior High School Principal
Elementary Principal
Director of Research
Supervisor of Guidance
Director of a Special Subject
Two Senior High School Teachers
Two Junior High School Teachers
One Elementary Teacher

SUBJECT-MATTER COMMITTEE

Three persons of each subject at each level, plus two in particular field. Five on each committee.

SUBJECT-MATTER COMMITTEE

Three persons of each subject at each level, plus two in particular field. Five on each committee.

Responsibilities of special officers: The responsibilities of the different officers may be listed as follows:

a) The Director of Research shall have charge of preparation, administration, and interpretation of curriculum tests based upon the new courses of study.

b) The Supervisor of Guidance shall be responsible for the technique to be followed in the work of all committees.

c) A chairman for each large field set up within the curriculum shall be designated from the personnel of the Curriculum Council.

Functions of Elementary and Secondary Curriculum Committees: The Elementary and Secondary Curriculum Committees have to perform the following functions:

a) Formulate general and specific objectives in their respective fields.

b) Study and report to the Curriculum Council regarding the special problems and needs of their respective divisions in relation to each of the fields of activity involved in the functions of the Curriculum Council.

c) Review, criticize, and accept or return for further consideration the work of the Subject-Matter Committees, adjusting differences of points of view, overlapping boundaries of activity, etc., where necessary.

d) Report their findings to the Curriculum Council.

Functions of Subject-Matter Committees: The Subject-Matter Committees exercise the following functions:

a) Formulate the specific aims for their unit of the curriculum.

b) Choose and organize the chief activities to be carried on in their particular field and level.

c) Determine upon time allotments for each unit of work developed.

d) Co-operate with the Director of Research in the development of test material based upon their work.

e) Check with the Supervisor of Guidance regarding the technique followed in their studies.

f) Outline experimentation needed or desirable to discover and define problems or needs and to determine the best placement of units, time allotments, etc.

g) Report their findings to their Curriculum Committee—Elementary or Secondary—for acceptance or suggestions for revision.

An examination of the membership of the curriculum organization indicated above will reveal that in Pasadena all of the staff have a part in determining the objectives of the schools. They also are the ones who select under guidance the materials and the methods of instruction that are used; and, finally, they instruct the children as well as suggest the changes of procedure or modification of plans which seem desirable to them. The local practice is one of combining the principles reflected earlier in the chapter, namely, arriving at a common policy through the pooling of contributions of all concerned,

constructing the curriculum by means of wise leadership and teacher participation, and improving instruction through some class visitation, conferences, self-rating, and the other methods previously considered.

Conclusion.—The writer would, in the way of a summary, support the contention that the supervisory program should be such as to make it a creative force in the schools. Principals should so organize and administer their school program as to accomplish their supervision along broad democratic lines of procedure. The supervisory program should at all times recognize the professional status of the teacher, and that she is entitled to considerate and helpful treatment of a positive rather than a negative kind. The policy of supervision, the curriculum construction, and the evaluation of the teacher's service to her students should be placed as much as possible on a co-operative basis.

B. A NEW METHOD

BY NICHOLAS RICCIARDI[3]

Need for a new technique.—The purpose of Section B of this chapter is to set forth facts which clearly indicate that there is a new method of supervision, in absolute accord with the aims of the junior high school and of vital practical value in carrying out these aims. Reference will be made in this part to concrete cases which demonstrate the practicability of this new method of supervision.

The junior high school is the unit of the public school system which is least controlled by traditional practices. Emphasis is rightly placed upon the human factors. The dominant aims have to do with discovering the individual. The junior high school is appropriately named the discovery school.

The supervision, therefore, best suited to the junior high school is the type or kind which is fundamentally directed to

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working with the individual and not basically concerned with things to be given as aids to the individual. Supervision of this character means the self-improvement of the individual who is being supervised. Such improvement is effected most readily and successfully by establishing with the individual sympathetic, understanding, stimulating, inspiring relationships, and, secondarily, by discussing methods, devices, ways, means, and procedures.

The most desirable type of supervision for the junior high school may be described as human research. That the procuring of such supervision through human research is practicable may be inferred from a significant statement made by Professor Mayo of Harvard University. He says:

> Changes of mental attitude are observed by the introduction of a new method of supervision—a method which does away with personal criticism and the giving of orders, and substitutes for these a sympathetic and careful technique of listening.[4]

The new method of supervision, which should obtain in every junior high school, is directed to the end of aiding each teacher to discover his own powers that he may do his best work, just as the entire junior high school organization is intended to aid each pupil to discover his powers that he may do his best work. It is the method which requires that the supervisor be a good conference chairman rather than a good lecturer. The most prevalent weakness in supervisors is the tendency to talk too much; to tell teachers about the things to do and how to do them, instead of listening sympathetically and understandingly to the problems confronting the teachers, and then leading them to think through their problems and to arrive at what is considered to be the best solution. That sort of supervision develops power, confidence, enthusiasm, the unfolding of the personality of the teacher. It is the kind of supervision which has in it the "possibility," as Dr. Dewey expresses it, "of increasing on the part of every worker his sense

[4] Elton Mayo, "Changing Methods in Industry," *The Personnel Journal*, February 1930.

of the meaning of the activities that he is carrying on, so that more of his own ideas and thinking will go into it."

The conference procedure.—The practical application of this method of supervision requires the technique which is characterized as the conference procedure. The supervisor who plans to use this procedure in his activities should never assume that the relationship between the supervisor and the instructor is one which places the supervisor above and the instructor below. This aboveness-and-belowness attitude is not conducive to the kind of supervision "which does away with personal criticism and the giving of orders, and substitutes for these a sympathetic and careful technique of listening."

This conference procedure develops the relationships which naturally give the supervisor the place of leadership, not because he is above the instructor in his official status but because he is regarded and respected as a master instructor, as one who knows how to listen sympathetically and understandingly and then give aid in a practical way in solving the problems that confront the instructors. A supervisor capable of developing such a method readily recognizes that the daily problems which confront every teacher, and also every principal, can best be solved co-operatively. What has been done elsewhere, of course, should be given consideration; but the problems which confront any particular group can be solved with the greatest satisfaction and with all-round growth in every member of a group when the supervisor uses the conference procedure.

The conference procedure is a practical device for group thinking directed to a specific problem. Its effective use means the all-round growth of every member of the conference group. The supervisor who uses this procedure efficiently has well-defined initial and terminal settings. The initial setting is characterized by the selection of a specific problem of common interest to the group. The terminal setting is characterized by the conclusions of the group based upon open-minded analyses and interpretation of the facts specifically related to the problem selected for discussion.

Functions of the conference leader.—The leader who uses

the conference procedure efficiently stimulates every member of the conference group to well-directed thinking concerning the problem under consideration and keeps every member effectively participating in the discussion, thereby arriving at conclusions in terms of which appropriate action may be planned. An individual learns to use the conference procedure not primarily by reading but by leading conferences and putting the procedure into practice with increasing efficiency. The technique of the conference procedure is essentially different from that of the discussion method. Teachers who too readily express approval or disapproval of individual opinions usually find it difficult to lead a conference satisfactorily. The leader who uses the conference technique efficiently must never show his approval or disapproval of individual opinions. He may, of course, occasionally ask questions that will stimulate discussion. The effectiveness of the conference depends in very large measure upon the sincerity of the participants. Challenging a statement or an opinion merely for the sake of argument does not necessarily indicate a sincere attitude on the part of the challenger.

The conference procedure is based upon the interpretation that study is reasoning and that true reasoning involves the setting up of problems which stimulate the asking of questions. The discussion of these questions leads to ways and means that should aid in the solution of a problem which is common to the members of the conference group.

Fundamentally, the effectiveness of the conference procedure rests upon the ability of the leader to guide and direct the discussion in terms of Dewey's steps in reasoning: (1) a felt difficulty; (2) its location and definition; (3) suggestions for possible solution; (4) development by pertinent questioning; (5) evaluation; and (6) conclusions. The conference leader does not serve as an authority on any subject under discussion. He makes no decisions for the group. He merely sets up the problems suggested by the members of the group, aids in selecting a specific problem for discussion by skillful questioning, and guides the discussion to a possible solution of the

problem or to conclusions which should aid in arriving at a possible solution. He must not work too fast. He must not "crowd" the group. He must be always at ease and never force a decision.

Steps in the conference procedure.—Steps in the conference procedure are (1) Desires; (2) Problems; (3) Integration; (4) Evaluation. They are defined in the following outline:

1. Desires

The desires which have induced the group to come together in conference should be made apparent by the conference leader.

2. Problems

Problems which must be solved to realize the desires of the group should be brought out by the conference leader, and through his leadership the group should agree upon the specific problem to be attacked first.

3. The Process of Integration

a) *Assembling of facts.*—The facts pertaining to each problem studied are gathered from the actual experiences of the members of the group or from sources suggested by them.

b) *Selection of functioning facts.*—In checking over the facts assembled by the conference group frequently it is found that many of the facts are not definitely related to the problem under discussion. It is necessary to discard unrelated material and to retain only those facts which bear upon the problem.

c) *Functioning facts.*—In this step the relative importance of the various facts selected is established.

d) *Arriving at a conclusion.*—All the information bearing upon the particular problem is carefully weighed and analyzed by the group. From an examination of the facts the group is now ready to arrive at a conclusion which should be the basis of a plan of action.

e) *Planning to carry out the conclusion.*—In actual practice the step that is most clearly apparent to the group in the process of integration is the step *"e."* However, the effectiveness of this step will depend upon the thoroughness and the

accuracy with which the group has proceeded through the preceding four steps.

f) *Evaluating the conclusion.*—This is "the acid test" and is the measure of the effectiveness of the process of integration. It determines the plan of action.

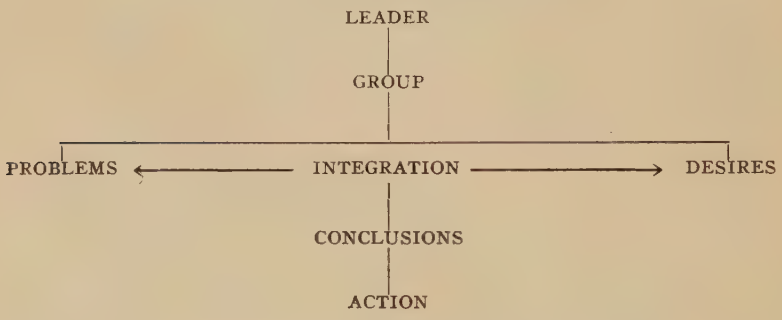
4. Evaluation

a) Develop a plan for follow-up.

b) Check the outcomes of the plan of action in terms of life activities and life demands.

c) Revise the plan of action in accordance with the character of the outcomes.

THE CONFERENCE PROCEDURE



Practical conference procedure.—It may aid the reader to know that through the initiative and foresight of George C. Jensen, Assistant Superintendent of Schools in Sacramento, the writer worked with nine teachers to familiarize them with the conference procedure for the purpose of enabling each one to use the procedure as chairman of a group of teachers in the discussion of a specific problem.

The report of one of these chairmen, which was requested unsigned, replying to a series of questions asked by Assistant Superintendent Jensen, is included in this chapter because it is typical and has helpful and suggestive information. It should be borne in mind that the chairmen were teachers who, after very limited training by the writer, were given the responsi-

bility of leading nine groups of fellow-teachers, using the conference procedure for the first time. The following is one of the nine reports, requested unsigned:

CHAIRMAN'S REPORT FOR FACULTY DISCUSSION GROUPS

1. *What have you found to be the most difficult phases of the chairman's task of conducting the discussions?*

a) I found it difficult to create interest at first, but I soon discovered that a well-planned meeting, a spirit of informality, and a few jokes loosened the tongues of the crowd.

b) Some members of the group seemed to jar on others' nerves, but when I managed to make all sarcastic remarks seem to be directed at the chairman, peace prevailed. (Personal interviews really solved this problem, and at the end the two belligerent persons went home together.)

2. *In your judgment was the plan as a whole worth while? If so, why? If not, why not?*

Any plan which stimulates thought, the interchange of ideas, and the solution of problems is worth while. These groups did all of this and more. They enabled people to express ideas who would never express themselves in a larger group. By mixing all types, each member of the group had to learn to adapt himself and to be courteous to and tolerant of individual peculiarities. It developed a friendly attitude and spirit of comradeship. Consequently, I feel that the group idea has acted as a leaven and "vitalizer" to the faculty.

3. *Do you believe the chairman should receive assistance more than was given? If so, what specific types would you suggest?*

No. I believe each chairman was instructed how to handle a group, and the rest depends upon experience, and contact with the group. My one recommendation would be to have the object of all future group conferences made absolutely clear to the chairmen, so that all groups may be started properly. I believe only one person should issue instructions to the chairmen, in order to avoid conflicts.

4. *Are the groups about the proper size as now organized?*

Yes.

5. *If you were to repeat your experiences as chairman under the same circumstances, in what way would you change your methods?*

I would start my first meeting the way I conducted my last. In other words, I would know exactly what I was expected to do and then

do it. I would be very informal, and my object would be to develop a spirit of comradeship and good will in the group. A chairman who attacks a three o'clock session with the serious mien of a pedagogue freezes the group. The chairman must be serious and the work must be planned, but the seriousness and planning must not be obnoxiously apparent.

6. *Do you think better results would be obtained from changing the chairman from time to time as topics are changed?*

No. I think a chairman grows by experience. To change chairmen constantly would mean a constant repetition of the hectic period of groping through which all of the present chairmen just passed. It took the present chairmen most of this semester to "learn the ropes," and to repeat that process constantly would lose more than it would gain. If certain chairmen desire to be relieved of their duties, I think it would be wise to grant their requests, for unless a chairman is enthusiastic his group will lack the spontaneity of comradeship—but a complete change of chairmen would be hectic.

7. *Are there any other remarks you would care to make on the experience?*

I have enjoyed the experience. It has meant additional work, but I know that I have learned a great many things I never knew before. As far as my chairmanship was concerned, I tried to disappear as much as possible. I tried to "throw out the bait," but after that the group conducted itself. My main task during the meeting was to try to get conclusions. Our discussions were interesting, arousing, and worth while, and we ended each meeting with the knowledge that we knew and enjoyed one another more than we had when we entered the meeting. All the members of my group are anxious to discuss problems, because all of them feel they have much to learn from one another. They do not seem so thrilled over salaries as the conference topic. Everyone in my group, with one exception, said he had enjoyed the meetings and hoped the same group would be together again for future "harmonious word tilts." Any difficulty that did occur in the earlier meetings was due to the inexperience of the chairman and to the fact that she took herself too seriously. When she found her sense of humor, the group brought its sense of humor, and everyone worked together well. I think the whole idea was a success even if the objectives offered as the outcome of the conference had proved to be failures.

Oakland's experience.—The practicability of the conference procedure in the supervision program in Oakland is due largely to the vision and leadership of Assistant Superintendent of

Schools Rudolph Lindquist. In the Oakland *Superintendent's Bulletin,* William S. Briscoe states:

> In Oakland the best method of achieving the aims of supervision is thought of as "teaching," not in the sense that the word usually connotes, but in its more ideal meaning of "stimulating and assisting the individual to find his problems and to solve them." If one is to find his own problems and to work them out, he must be given considerable freedom and responsibility.
>
> It is evident that such a philosophy of method would require a certain administrative set-up. It is the policy of the Oakland Public Schools to center responsibility in the office of the principal. The principal is not only the chief executive officer in his school, but is also the chief supervisory officer, and as such is responsible for all instruction in his school. Courses of study which have been worked out by committee groups to aid in his educational program are provided for him and his teachers, and there are also special supervisors whose knowledge and skill may be enlisted in helping him to set up a program of supervision and to carry it through.[5]

The conference procedure has been used in the supervision program under the leadership of Mr. Lindquist with enthusiasm and with most satisfactory results for nearly three years.

Conclusion.—Detailed information cannot be given in this chapter. It should be noted, however, that the philosophy which underlies the supervision program in Oakland is in keeping with the philosophy underlying the new method of supervision set forth in this chapter.

The conference procedure is the most feasible device for making practical the new method of supervision. There is no good reason why this method may not become a vital aid in realizing the aims of the junior high school. Every junior high school principal should be interested in learning how to apply this method to his supervisory problems.

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XIV. FINANCIAL AND LEGAL PROBLEMS

A. HOW THE PRESENT SITUATION HAS EVOLVED

BY ARTHUR GOULD[1]

Historical background.—The elementary school of eight grades was the original school system of the state of California. This was the so-called "common school," the benefits of which were intended for all the children of all the people. So important was this school considered that provision for its organization and support are to be found in the constitution of the state from the first.

The high school was a much later development. It came in response to local demands for advanced education of a college preparatory type in the larger centers of population and at first was supported entirely locally. It was not until 1902, more than fifty years after the admission of California to the Union as a state, that a law was passed providing state support for high schools. The original thought about the high school was that only a select few would go, principally those who might have the money to afford the expense and who might be intending to go to college. It was feared that any considerable expansion of the high school might mean a serious curtailment of funds which ought to be kept sacred for the support of the elementary school, the school of the people.

Dual control.—The result of the developments indicated in the two preceding paragraphs has been that the affairs of the elementary schools have been handled by boards for elementary schools and the affairs of the high schools by separate boards. While in some cases the two districts have been of the same area and boundaries and the boards have had the same personnel, more often the high school business has been handled by its own board, and the high school has been developed without much respect to the situation existing in the elementary

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school. Later, as the idea of junior colleges crystallized in the state, a further new type of district with its own separate board has been superimposed upon all that had developed before.

Relation between elementary and high school districts.—The greatest freedom has been permitted independent districts in the matters of annexing other districts for school purposes. In fact, legislation during the last ten years has required elementary districts not parts of any high school district to be annexed to adjacent high school districts. The result is often that, even though a high school district has the same name as an elementary district and is managed by the same board of education, it is much larger in area. In fact, the high school district may at times include several different elementary districts without being a so-called union high school district. A case in point is that of the Los Angeles School District and the Los Angeles High School District. The city of Los Angeles itself includes 441.05 square miles of territory. The Los Angeles City School District includes 689.26 square miles. The Los Angeles City High School District embraces 1017.41 square miles. Included within the Los Angeles City High School District there is at least one other city elementary school district, namely, Beverly Hills, with its own city board of education and city elementary school system.

The tendency toward union high school districts for the purpose of making stronger high schools has also operated in the same direction as indicated in the last paragraph. Several union high school districts include as part of their territory heavily populated city districts, but in each one of the elementary districts within the union high school district the elementary schools are carried forward as eight-grade schools, while the high schools contain the usual four grades. A case in point is that of the Glendale Union High School District, which includes the elementary district of the city of Glendale, (with an estimated population of 78,000) as well as the elementary district of La Crescenta. Each of these elementary districts, including the elementary district of the city of Glendale, has its own board of education and goes about the business

of managing its own schools as it sees fit within the restrictions of the laws of the state. The high school board is an entirely separate and different body, representing each elementary district, as far as possible, but giving its particular attention to the problems of the high school.

Anomalous position of the junior high school.—From the foregoing it can be seen that horizontal stratification, which has come about historically, provides very poorly for the junior high school, which has been superimposed upon the old 8–4 organization. Under the laws of California there can be no separate junior high school board and no junior high school district with its separate set of officers; the ground is preempted. The junior high school cannot readily come into being except in an elementary and high school district which happens to have the same board of education. In the two cases cited above, both the city of Beverly Hills and the city of Glendale maintain eight-grade elementary systems, from which the children go to four-year high schools. Yet Beverly Hills, with its four-year high school, is a part of the Los Angeles high school system, which is all organized on a 6–3–3 basis. In Glendale, moreover, all connected with the educational work agree that the junior high school type of organization is desirable. No single situation in the school system of California shows more clearly than this the need of unity in organization and control of the schools from the kindergarten through the high school and possibly even through the junior college. It is to be hoped that the lay commission authorized by the present legislature to study the needs of the school system of California will be able to initiate a thoroughgoing reorganization and unification of school control and support in California to the end that provision may be made for the continuous development of the child throughout his whole school career.

The textbook situation.—The anomalous position occupied by the junior high school in the state school system is nowhere better shown than in the matter of supplying free textbooks to the students. For many years the state itself has published and furnished free the elementary textbooks through the eighth

grade. Recently a law was passed requiring high school districts to furnish textbooks free to high school students. The sources of textbooks for the seventh and eighth grades on the one hand and for the ninth grade on the other are thus entirely different, and the funds to provide these two groups of texts come from entirely different political units and treasuries, the state paying the former bill and the high school district the latter. One interpretation of the elementary textbook law, which rigidly requires the use of the state free elementary texts through the elementary schools, might make it seem obligatory upon the junior high schools to use these state-published texts in the seventh and eighth grades as far as they meet the curriculum requirements. On the other hand, since the junior high school is for certain purposes classified as a secondary school, it might seem legitimate to require the high school board to furnish all the texts used in all grades of the junior high school. In other words, the former course of action would put the textbook burden in the junior high school pretty heavily on the state, while the latter would shift the burden entirely from the shoulders of the state to the local district. As a matter of fact, what happens is that the junior high schools, as far as they can, use the state-published free textbooks in the seventh and eighth grades, but when these books do not seem adequate to meet developing curriculum requirements, they make adoptions from commercially published books and these are furnished to the junior high schools by the local high school boards. It would seem that the junior high schools live in a sort of vaguely defined no-man's land, and that the legislation necessary to extricate this new child of the educational system is so difficult or complicated that no one has yet undertaken to formulate it. A distinct step in advance has been made by the adoption of a School Code at the 1929 session of the legislature. Modification of this code in progressive directions will be much simpler than has been possible under the method of development of school legislation in the past.

Expense a factor.—Not only has the development of the junior high school in California been impeded by the peculiar

legislation growing out of the growth of our school system, but the question of additional expense has at times been a deterrent factor. Generally speaking, a junior high school site has to be larger per pupil than an elementary school site. Larger children require more play-space per child than do smaller children, particularly where they are collected in large groups. Not only must sites be more extensive, but buildings and equipment must be more elaborate and costly if the junior high school is to perform adequately its function of enriching the curriculum for the children enrolled there. Numerous rooms with special equipment are involved. These rooms provide for science, home economics, and shop activities. If a junior high school is of considerable size, the building must also include certain special features, such as an auditorium with adequate stage, a library, and a gymnasium.

If the junior high school is to serve a fairly large district, transportation of pupils must be provided, and this involves extra expense.

The general practice in employing teachers for junior high school work is to expect them to have either high school credentials or at least junior high school credentials. This means more preparation on the part of teachers and a salary schedule considerably above that of the elementary school. In fact, in many places, the salary schedule for the junior high school is the same as that for the senior high school.

Not only may the cost of books in the junior high school fall upon the local district and so increase local expense, but for the older pupils with the wider range of work ordinarily provided in the junior high school the supplies for instructional purposes will cost more than in the usual elementary school. Hundreds of library books and magazines must be bought annually.

The effect of all these and certain other increased costs is shown in the experience of the city of Los Angeles. For the year 1927–28 the total cost per unit of average daily attendance in the junior high schools, including all items of current expense, was $136.35. As against this, the elementary schools

for the same year showed a total cost per pupil of $99.88. Of course, it must be remembered that in most of these elementary schools there were no seventh and eighth grades. On the other hand, those who contemplate the organization of a junior high school should not overlook the fact that only 25 per cent to 35 per cent of the enrollment of any junior high school is in the ninth grade. It becomes difficult to persuade the hard-headed citizen and taxpayer that he is justified in paying the added cost per pupil involved in junior high school organization when 65 per cent to 75 per cent of the enrollment of the junior high school will be of elementary grade. These same taxpayers do not remember, however, that if the ninth-grade pupils were not being carried in a junior high school at the unit cost which prevails there they would have to be carried in a four-year high school at a much higher unit cost. Quoting again from the Los Angeles situation, the unit cost in the high schools for the year 1927–28 was $174.72, as against the $136.35 per unit of average daily attendance for junior high schools. It requires a genuine ability to portray sympathetically and adequately the advantages of a junior high school to overcome the opposition which is often encountered on the financial side whenever a junior high school is proposed.

Further difficulties are encountered in the handling of junior high school funds from the fact that the junior high school is partly elementary and partly secondary. This means that, since the state and the county give their support to school districts separately for elementary attendance or high school attendance, reports on attendance must be kept separately. In other words, although the expense of conducting the junior high school is comparable to that of conducting a high school, and although the burden of this extra expense has to be carried by the high school district which has embarked upon the junior high school enterprise, nevertheless neither state nor county, in its subsidy to the high school district, recognizes as high school attendance that major portion of the junior high school attendance which is in the seventh and eighth grades. If the present laws which leave the junior high school in a more or

less undefined position are to continue in force, then certainly some law should be added which will recognize all junior high school attendance as high school attendance, with state and county support given on a high school basis. Further analysis of this phase of the problem with suggested remedies will be found in Section B of this chapter.

B. PRESENT LEGAL STATUS

BY WALTER E. MORGAN[2]

The present extremely complicated system of school districts in California has no doubt retarded the development of the junior high school in rural areas. Only 71, or approximately 2 per cent, of the elementary school districts of the state are under the same administration as the local high school districts. About one-half of these are city districts. Thus, in only 34 elementary school districts is it possible to develop a co-ordinated program of elementary and secondary education without the necessity of first "selling" the program to an independent administrator. Moreover, in every union high school district, as has been pointed out elsewhere, the establishment of a junior high school requires the prior approval of the electors and of the school boards of the individual elementary school districts comprising the union high school district. A reorganization of the present cumbrous system of administrative units which would result in a comparatively small number of districts, each of the "consolidated" type, with inclusive responsibilities relative to both elementary and secondary education, would materially further the development of junior high schools in rural areas.

Legal definition of junior high school.—The ambiguous legal status of the junior high school in California is clearly apparent in an analysis of the present laws. Those provisions of the state constitution and of the statutes relative to the

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TABLE I

NUMBER OF JUNIOR HIGH SCHOOLS IN CALIFORNIA, BY YEARS, 1912–1930, INCLUSIVE

Year	Number of Junior High Schools			
	Separate	With Elementary School*	With Senior High School	Total
1912–13	14	..	1	15
1913–14	14	..	2	16
1914–15	15	..	3	18
1915–16	20	..	3	23
1916–17	21	..	5	26
1917–18	21	..	9	30
1918–19	22	..	11	33
1919–20	22	..	13	35
1920–21	31	..	15	46
1921–22	36	..	20	56
1922–23	50	..	22	72
1923–24	59	..	27	86
1924–25	71	..	28	99
1925–26	83	..	30	113
1926–27	69	18	31	118
1927–28	66	19	47	132
1928–29	83	14	43	140
1929–30	94	13	45	152

* Reported as "separate" prior to 1926–27.

establishment of schools and to courses of study clearly create the junior high school as a high school, not as an elementary school.

Section 6 of Article IX of the state constitution states, in part, that "The public school system shall include . . . . such day and evening secondary schools . . . . as may be established by the legislature, or by municipal or district authority." In pursuance of this constitutional enactment, the legislature has provided (School Code, section 3.221) that "The secondary schools of the state shall be designated as high schools, technical schools, and junior colleges." School Code section 3.222 states that "The high schools of the state shall be designated as four-year high schools, junior high schools, senior high

schools, and evening high schools." Thus it appears that, in conformity with constitutional authorization, the legislature has definitely stated that junior high schools shall be high schools and, as such, secondary schools.

School Code section 3.760, in setting up the prescribed courses of study for elementary schools, limits the courses of study for day elementary schools in districts maintaining junior high schools to six years of instruction, and provides that, "in districts in which junior high schools are not maintained, such courses of instruction shall embrace eight years of instruction." School Code section 3.800 requires that all high school courses of study "shall be subject to the approval of the state board of education," and section 3.802 of this same article relative to prescribed high school courses of study states that "The course for junior high schools shall be designed to fit the needs of pupils of the seventh, eighth, and ninth or of the seventh, eighth, ninth, and tenth grades." These provisions seem to be in exact conformity with the previously cited legal provisions establishing the junior high school as a high school.

School funds and courses of study.—Constitutional and statutory enactments relative to state and county school funds clearly support these provisions relative to the establishment of junior high schools as high schools and classify junior high school courses of study as high school courses of study. In the statutory enactments relative to the apportionment of these funds, the same purpose seems to be maintained.

In Section 6 of Article IX of the constitution, it is required that the state school fund shall provide "an amount not less than thirty dollars per pupil in average daily attendance in the day and evening elementary schools in the public school system during the preceding school year." The inference that the state school fund is intended for distribution for elementary schools only, to the exclusion of junior high schools, is strengthened by the provisions of this section immediately following: "The legislature shall provide a state high school fund from the revenues of the state for the support of the day and evening secondary and technical schools, which . . . . shall provide . . . .

not less than thirty dollars per pupil in average daily attendance in the day and evening secondary and technical schools . . . ." Since, pursuant to constitutional authority, the legislature has definitely classified high schools as secondary schools, and junior high schools as high schools, it would seem apparent that the average daily attendance of pupils in junior high schools should form part of the basis upon which the state high school fund is computed, and that the state high school fund, not the state (elementary) school fund, is intended for the support of junior high schools and other "secondary and technical schools."

In requiring the legislature to provide for the levy of county elementary school and high school taxes, in the same section of Article IX, the constitution fixes the amount to be raised by the elementary school tax, as "not less than the amount of money to be received . . . . from the state for the support of the public day and evening elementary schools of the county . . . ." and "not less than thirty dollars per pupil in average daily attendance in the public day and evening elementary schools of the county . . . ." With reference to the county tax for high schools, this same constitutional enactment requires that each county shall provide "not less than twice the amount of money to be received . . . . from the state for the support of the public day and evening secondary and technical schools of the county . . . ." and "not less than sixty dollars per pupil in average daily attendance in the public day and evening secondary schools of the county."

Junior high school support.—Inasmuch as junior high schools are classified by the legislature as high schools, and high schools as secondary schools, it is apparent that the junior high schools are intended to be supported from the county high school funds, not from the county elementary school funds.

Again, in this same section of Article IX, the constitution requires the legislature to provide for the levy of school district taxes, "for the support of public elementary schools, secondary schools, technical schools, kindergarten schools, or for any other public purpose authorized by the legislature." It is ap-

parent from the wording of this provision, that the district taxes are to be levied for the support of schools of the several types enumerated. Since junior high schools have been classified as secondary schools, it would seem that their share of district support must come from taxes levied for the support of secondary, not elementary, schools.

In providing for the establishment of the state school fund, as required by the constitution, the legislature has provided (School Code, section 4.1), in the same words used in the constitution, for an amount "not less than thirty dollars per pupil in average daily attendance in the day and evening elementary schools . . . ." Similarly the wording of the constitution has been retained in School Code section 4.31, requiring the state controller to set aside as the state high school fund each year "thirty dollars per pupil in average daily attendance in all the duly established high schools of the state . . . ." Thus the legislative enactments carrying into effect the cited constitutional mandates provide separate funds for elementary schools and for high schools. As high schools, it would seem that junior high schools would share in the support provided in the state high school fund, and the fund itself would be based on the average daily attendance in junior high schools as part of the total high school average daily attendance.

School Code sections 4.161 and 4.252–4.261, inclusive, in providing for the county elementary school fund and the county high school fund, follow in their wording closely upon the wording of the constitutional provisions requiring the legislation. The amounts of these funds are based upon the "average daily attendance in the public day and evening elementary schools" in the former case, and upon the average daily attendance in "public high schools" in the latter case; while the funds are specified as being "for the support of the public day and evening elementary schools" in the one case, and "for the support of the public day and evening high schools" in the other case.

Thus both constitutional and legislative provisions relative to funds give reason to believe that the school funds raised by the state and by the counties are intended specifically for ele-

mentary schools as such, and for high schools, including junior high schools, as differentiated from elementary schools. It would seem that apportionments from these funds would have to be made in accord with the express wording cited, and that all apportionments for junior high schools would have to be made from high school funds, while no apportionments could be made from elementary school funds for the support of junior high schools.

School Code section 4.730, paragraphs 1 and 2, requires the superintendent of public instruction to report to the state controller "The total average daily attendance in the elementary day and evening schools" and "The average daily attendance in the day and evening high schools . . . ." The wording of this section is such as to support the contention that funds are intended for the support of designated types of schools, and that all junior high school attendance should be included in the attendance in "day and evening high schools," which is the basis of the state high school fund.

In those sections of the School Code relative to the apportionment of the state (elementary) school fund (4.760–4.764), the superintendent of public instruction is required to make apportionments to the several counties on the basis of statutory teachers and average daily attendance in accordance with the annual reports of the county superintendents of schools. School Code section 2.1220 requires county superintendents of schools to report annually "the average daily attendance in the day and evening elementary schools" and "the average daily attendance in the day and evening high schools . . . ." Thus, apportionments from the state (elementary) school fund on account of average daily attendance would, it seems, have to be based on the attendance in elementary schools only, to the exclusion of any attendance in any of the grades of junior high schools.

Conflicting provisions of the Code.—In School Code section 4.772 appears the first ambiguity relative to the status of the junior high school. In this section it is provided that: "The school superintendent of every county . . . . must apportion all

state and county school moneys for the elementary grades of his county . . . . as provided in this Article." The use of the word "grades" in place of the word "schools," heretofore universally employed, might be construed to imply that grades 7 and 8 in junior high schools are intended to be considered as elementary grades. However, this construction seems unreasonable when we consider the wording of section 3.760, previously cited: "The course of study for the day elementary schools in districts maintaining junior high schools shall embrace six years of instruction, and in districts in which junior high schools are not maintained, such courses of study shall embrace eight years of instruction . . . ."

The wording of this section (3.760) would seem to preclude the inclusion in the average daily attendance of the elementary school district, upon the basis of which apportionments are to be made by the county superintendent, of any attendance in any of the grades of junior high schools. Thus it would seem that, in requiring the computation of the amount of apportionment to each district on the basis of the average daily attendance "in the district," School Code sections 4.773–4.779 would have to be interpreted as excluding all attendance in junior high schools, although these sections do not state that the apportionments are to be based on attendance in elementary schools.

This interpretation is supported by the wording of School Code sections 4.860 and 4.922, which provide entirely different methods for computing average daily attendance in "elementary schools" and in "secondary schools." In these sections again the term "schools" is specifically employed, without reference to grades.

Apportionment complications.—Those sections of the School Code relating to the apportionment of the state high school fund (4.870–4.878) and of the county high school fund (4.890–4.899) introduce additional and more serious ambiguity concerning the status of the junior high school. In these sections provision is made for apportionments on account of grades 9, 10, 11, and 12 ($550 from the state fund and $250 from the county fund for each grade). These apportionments

are to be made for each grade specified, whether in a junior high school, a senior high school, or a four-year high school, but no such apportionment is authorized for grades 7 and 8 in junior high schools. Thus, for the first time a differentiation is made between grades 7 and 8 and grade 9 in junior high schools.

The apportionments required in these sections on the basis of average daily attendance are based upon "the average daily attendance in the high schools of the various districts as shown by the official reports of the county . . . . superintendents," in the case of the state apportionment (S.C. 4.875); and "upon the basis of average daily attendance," without specifying that it shall be in high schools, in the case of the county apportionment. Since School Code section 3.222 states that "The high schools of the state shall be designated as four-year high schools, junior high schools, senior high schools, and evening high schools," the state apportionment on account of average daily attendance "in the high schools" would be made in part upon all attendance in junior high schools. Moreover, as cited above, School Code section 2.1220 requires the county superintendent to report separately "the average daily attendance in the . . . . elementary schools" and "in the high schools." Thus the state apportionment of high school funds, being based upon this required report of the county superintendents, would, it seems, necessarily be based upon attendance in high schools, including junior high schools.

There is no reason apparent for believing that the county high school apportionments should not be made upon the same basis, namely, that of high schools, as the state apportionments, even though the phraseology is not precisely the same.

In those sections of the School Code relative to the attendance of seventh- and eighth-grade pupils in junior high schools (3.260–3.272), and to junior high school funds (4.510, 4.520), we find the only definite reference to these two grades of the junior high school as elementary grades. In the former sections, provision is made for the payment by the elementary school district to the high school district of a tuition charge for the education of seventh- and eighth-grade

pupils, with a requirement that the average daily attendance of such pupils shall be credited to the elementary school district. In the latter sections authorization is given for the transfer of the agreed tuition from the funds of elementary school districts to those of the high school districts, and a requirement that the amounts so transferred shall be applied exclusively to the support of the seventh and eighth grades in the junior high schools.

These provisions of the School Code have governed the financial procedure of the state relative to the seventh and eighth grades of the junior high schools. The attendance in these grades has been counted as a part of the attendance of the elementary school district of residence of the pupils. All apportionments on account of this attendance have been made from the state and county elementary school funds and have accrued to the elementary school district of residence. Transfers have then been made from the funds of the elementary school districts to the funds of the high school district in accordance with agreements between such districts. This procedure has been and is being followed, despite the fact that it seems to be in violation of all statutory and constitutional provisions relative to the purpose of the state and county funds from which the apportionments are made, and despite the definite creation of the junior high school as a high school.

Summary.—In summary, it may be said that, while the junior high school plainly is intended to be created as a secondary school, the contradictory provisions of law have resulted in an ambiguity as to the status of this institution, and this legal ambiguity has made the junior high school part elementary and part secondary in character. The repeal of those provisions of law responsible for this ambiguity should be effected, together with the amendment of those laws governing the apportionment of state and county funds so that the junior high school will be fully recognized as a high school, entitled to the full support of a high school. Such legislation would be very simple in character and would do much to stimulate the development of junior high schools in rural areas, as well as in union high school districts embracing large towns and cities.

XV. ORGANIZATION OF JUNIOR HIGH SCHOOLS IN UNION HIGH SCHOOL DISTRICTS

BY O. S. THOMPSON[1] AND ROY W. GOOD[2]

In the *Report of a Preliminary Survey of Secondary Education in California* by Dr. L. V. Koos,[3] the unfavorable situation in which the present plan of unionization for high-school purposes only places the junior high school movement in California is very clearly brought out. In that report it is shown that while there are less than three hundred high-school districts in the state—city, county, union, and joint union—there are over three thousand elementary districts. Of the high-school districts 77 per cent are unionized for high-school purposes only, while only 7 per cent of the elementary districts are unionized for elementary purposes. This means that dual control is widely prevalent. In the city districts alone, which make up only 34 of the 3,260 elementary districts, is there a unified control for all educational purposes.

The effect of this dual control upon the development of the junior high school in California has been markedly adverse. This is shown by the fact that practically all of the three-year junior high schools in the state are found in the city districts, while only ten or twelve three-year junior high schools are to be found in districts that are organized as union districts for high-school purposes only. "Thus," says Koos, "under present conditions, urban and non-urban areas are rapidly differentiating into two distinct types of school systems, one a modern system with the secondary school beginning with the later years of the elementary school, the other operating on the conventional division at the end of the eighth grade."

It is to be hoped that this anomalous situation will eventu-

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[2] District Superintendent of Schools, Fort Bragg, California.

[3] L. V. Koos and F. J. Weersing, *Secondary Education in California, Report of a Preliminary Survey* (State Printing Office, 1929), pp. 29–45.

ally be remedied, and that larger units of administration, under the control of one board, as is now the case in the favored city districts, will be brought about. In the meantime, however, it is legally possible to accomplish a type of reorganization which will permit of the establishment of a three- or four-year junior high school on the 6-3-3 or the 6-4-4 basis. What man has done man can do; and while it is a difficult task under present conditions to accomplish such reorganization, it may stimulate other union high school districts to attempt to bring to their constituents the benefits of properly organized junior high schools if two successful efforts along that line are described.

One of the two successful efforts at reorganization that follows was brought about in the Compton Union High School District and has resulted in a 6-4-4 type of organization for that school area. The other successful reorganization was accomplished in the Fort Bragg Union High School District and has resulted in a 6-3-3 type of school system. Since both of these enterprises were accomplished in the face of extremely difficult combinations of circumstances, it is safe to assume that they encountered and solved almost every type of difficulty that any district would have to meet in undertaking a similar reorganization. Since one of these enterprises concerned a district including a fairly good-sized city and the other was essentially a rural problem with only one large town, the two together give a picture of the possibilities of such reorganization that should stimulate imitation on the part of other union high school districts.

A. THE UNION DISTRICT AT COMPTON[4]

The local situation. — The discussion here presented is written from the standpoint of experience in a union high school district located in the metropolitan area between Los Angeles and Long Beach and composed of five rapidly growing elementary school districts having enrolled from 3,000 pupils in the largest down to 200 in the smallest district. At least

[4] By Superintendent O. S. Thompson.

four of these elementary districts represent administrative positions of real importance and responsibility requiring the services of a district superintendent.

Difficulties of consolidation.—A question of this kind naturally brings up the matter of consolidation of school units with all of its attendant complications and difficulties. It seems to be reasonable that any legislation or action concerning consolidation ought to consider carefully the local situation involved or to be involved in such a plan, and therefore what might be easily done in some places may be found unwise in other localities. Where union high school districts are made up of a number of important elementary units, we have one type to be considered in the matter of complete consolidation; while union high school districts composed of widely scattered, small, and unimportant educational units offer another and different problem from the standpoint of consolidation.

There is much discussion in these days concerning larger units of school administration because of the economy of the plan from the standpoint of finance; because of the overlapping and confusion of present school law; because of the need for equal educational opportunities; and also because of the duplication of school equipment and officers with its attendant troubles. There is no problem confronting union high school districts where there are more potential and serious difficulties than are involved in the complete consolidation of the different elementary districts of a union high school district under one Board and one administrative head.

With regard to consolidation in union high school districts there is a situation which, when properly analyzed, ought to promote a change in the present organization of such districts, and that is the condition where part of the secondary schooling of children is being done in the elementary grades of the 8-4 plan and the remainder in the high school. Reference is made here to the fact that it is now generally recognized over the country that pupils in the seventh and eighth grades are properly secondary pupils. They are in the beginning period of early adolescence with all of its meaning, pedagogically and

psychologically, and they belong on this account in a program of real secondary education. When they are not so placed these grades suffer educationally, and the whole program of adolescent education, which should be a recognized unit, cannot be efficiently administered.

One must also be impressed with the fact that there is a point of division between secondary and elementary education which is sound, however one may look upon the situation from the standpoint of consolidation. There is a point above which consolidation may be made without disrupting in a serious way the whole educational program of the union district, and which would still give to men who have earned their place as elementary administrators an opportunity for service in doing a good piece of work. This point of division is at the end of the sixth grade and includes the grammar grades from the kindergarten, or even pre-school age, up to and including the sixth elementary grade. This is the period before adolescence is well on its way, and includes children who are homogeneous because all but a very few of them are physiologically immature.

Not only are these matters worthy of consideration, but the proposed plan opens up an opportunity for the development of the 6-4-4 plan of organization in union districts where there is a junior college, which is in reality a secondary institution. This plan of organization is gaining adherents every year in California, and now seems to point toward the best school organization of the future.

The Compton situation.—These matters among others have been kept in mind in the development of Compton Union District Secondary Schools where the whole secondary program is under the control of one board of trustees and one administrative head and where the education of all pupils from the seventh grade through the junior college is being directed and developed.

The development of junior high schools and a junior college in the Compton Union High School District has been the result of careful planning over a period of about five years. For instance, in all bond issues for the entire district during

these years, a portion of the bond money voted was set aside for each elementary district composing the union for the purchase of land in that elementary district for a future junior high school. This arrangement not only had a tendency to win votes for the bonds but also to hold the district together as a unit and to cultivate a favorable attitude toward the junior high school when that movement was ready to be realized.

The development and rapid growth of the junior college in the district made it necessary to build either a new junior college plant or several junior high schools to relieve the crowded condition in the main high school. Another situation which assisted this movement was the crowded condition in the rapidly growing elementary schools throughout the entire union district. The rapid growth of these with the attendant bond issues to meet such a growth brought about a condition whereby the bonding limits of these elementary districts were being reached and help had to be secured elsewhere. The high school district bonded debt being low for such a comparatively rich district, it was natural for the elementary districts to turn to the high school for assistance, since the same population and taxable wealth were common to all the schools involved. The Compton City Elementary District was the only one of the five which did not feel the pressure of its bonded debt at this time, but since it was a part of the union high school district, it co-operated in the junior high school project.

There was a real desire to help on the part of certain influential laymen interested in the schools. Also the influence of the presence of the junior high schools in Los Angeles and Long Beach helped to secure this unit known as the junior high school. The Parent-Teacher Associations and the service clubs throughout the high school district were particularly interested in such a development and assisted materially in the program.

Another very important part of the situation was the fact that the positions of the elementary district superintendents in the union were not at stake. The plan provided that each one was to have a real job left in taking care of the grades under his supervision when the grades necessary to the formation of

the junior high schools had been taken out. Furthermore the board of trustees of the union high school district made it known publicly that all those teachers in the elementary seventh and eighth grades (grades to be absorbed into the secondary system) who could qualify by September 1930 for a junior high school certificate and were fitted to teach in these schools would be given preference for positions in these schools over other applicants. In fact this time limit was extended to September 1931, if positions were to be available at that time owing to the growth of these junior high schools and their development into four-year institutions.

With all of these factors entering into the situation, the district superintendents in the five elementary systems making up the union were unanimous in support of the project.

First legal action.—At this time the first steps in the matter were taken by the union high school board. The question was brought to the attention of each elementary board in accordance with Political Code, section 1750*a* (now School Code, section 3.231). A majority of the elementary boards at once favored the plan and indicated this attitude by a written statement to the union high school board of trustees.

Bond election.—When the matter was finally put to a vote in May 1929 in order to raise money for the construction of junior high school plants, one in each elementary district, the proposal of bonds to the amount of $675,000 was carried by a vote of 7 to 1, and the junior high school program, with all of its promise and values, was assured for the Compton Union High School District.

During the progress of this movement, the elementary district of the city of Compton had voted a bond issue for the construction of an intermediate school plant. Therefore, in the bond issue voted by the entire union high school district, money was set aside for the purchase of this intermediate school plant by the high-school district, and at the same time the high-school board was allowed the privilege of revising the plans for the intermediate school, so as to make them more suitable for a junior high school.

The new district. — The Compton Union High School District is now known as the Compton Union District Secondary Schools composed of the junior high schools, the senior high school, and the junior college. It represents a unique school situation and is probably the only secondary system of its kind in the state. It has a territory of twenty-nine square miles in extent, situated between Los Angeles and Long Beach, with a population of about 50,000. The sites for the five junior high schools represent areas of from 7.5 to 15 acres, while the site of the main high school and junior college is one of 20 acres, making the total area of the secondary school sites approximately 77.5 acres. The present enrollment at the main plant composed of high-school and junior college pupils is something over 2,000. With the opening of the junior high schools in the fall of September 1930, the Compton Union District Secondary Schools will consist of about 4,000 pupils, housed in six well-equipped plants, and having an assessed valuation of $40,000,000 or more.

The new educational situation.—This whole program with its great possibilities seems to be a very happy solution of consolidation in a union high school district as far as the general public, pupils, teachers, and administrators are concerned. It also appeals to those in charge because the whole secondary program from the seventh to the fourteenth grades inclusive can be carried forward for the young people. After all it is a program quite unique in itself, in that it may be easily separated from the purely grammar-school program and maintained as a distinct unit in a way not to interfere with the best educational practice and progress. Furthermore, it means much for the union district, since it gives this district the pupils who really belong in a secondary program.

At the same time in a union district such as the one under discussion, composed of important and large elementary units, it enables those men who are strong administrators in these units to continue without demotion in their work. It does not seem good policy to propose a plan of school consolidation which would eliminate from positions of trust and responsi-

bility men and women who have worked and sacrificed to secure what they have—particularly in the case at hand, because there was a wiser way to meet the situation. The human element cannot and ought not to be utterly forgotten in such a matter when the results to be secured will not necessarily revolutionize the cost, and will not materially affect the efficiency of the schools. It also avoids those sometimes unforgettable political troubles which would arise in a program of complete consolidation and continue probably for months afterward.

The Compton plan, also, keeps the schools for the younger children closer to parental and local control than they would be under the centralized control of a completely consolidated union district. In some union districts this is especially worthy of careful consideration, because neighboring political units of approximately the same size which are growing rapidly are apt to be intensely jealous of their rights concerning the management of the schools. If the control of all the schools is located in offices and officers that must necessarily be and live in one of these political units, the situation would tend to be a troublesome one. The partial consolidation of the union district with the local schools under the local control of the political unit interested would have a tendency to eliminate these difficulties. Where a political unit is absorbed by a very large city, like Los Angeles, the prestige and size of the city overcome such a difficulty, and the smaller unit finds its place whether it likes it or not.

Proposed legislation.—In the light of these facts, one finds it difficult to favor consolidation which will bring complete centralized control of all of the schools of a union district where there is a political division for each school district. Therefore it seems best for each political division to have some part of the school system, particularly that of dealing with the very young children, under its own control, since this is nearest to the hearts of parents and is also the least expensive.

It appears that the Compton Union District Secondary Schools furnish at least a valuable suggestion of a solution of consolidation in the union districts of the state. It seems prob-

able that legislation should be passed making it easily possible or even mandatory for every union high school district to control all the recognized secondary education of the district, and at the same time to have all such pupils counted as regular high-school pupils with regard to those laws now governing high-school pupils and attendance. If legislation were proposed to this effect, it would not meet the same kind of opposition from elementary and other school officials that legislation on the basis of complete consolidation does. Such legislation should be passed. If this were done it would be a great step forward, whereas a proposal for complete consolidation might fail as the county unit proposal failed recently.

Financial matters in connection with secondary schools have been discussed in chapter xiv. The financial aspect is not, however, a serious obstacle in the way of a complete secondary district, which includes the seventh to the fourteenth grades.

The promise of the new situation.—The fact that the Compton Union District Secondary Schools now control the junior high school period means much and gives promise of great things in the secondary program.

The district is a stronger unit today than ever before. Those having the schools in charge already feel the impetus of new life in the secondary educational situation in the district. A new, vitalized, and dynamic course of study is under way; experimentation is being carried on to solve some of the mooted questions concerning the new curriculum, and the whole teaching force of the secondary system has been stirred to new endeavors for youth and its welfare. Without doubt it will revitalize the whole system.

Our most prominent educational experts say that the junior high school development is the "pivotal point of the reconstruction" of our secondary program because it is unhampered by tradition and prejudice; that it has a "position as the intermediate unit which will react in ways" to effect curriculum readjustments above and below it; that "the greatest contribution of the junior high school to American education is its mission as an agency to effect reform in the whole public

school system"; and that "it is the outward manifestation of a sound new philosophy of education." If all these things are true concerning the junior high schools—and our experience at Compton is leading us to believe in them without question—it is an important and vital matter for the administrators of the union high school districts of the state to vision these great unrealized values of the junior high schools, and to secure, as soon as possible, such wholesome and efficient educational reform in every such district as will make it possible to organize junior high schools therein.

The union high schools are at present performing only a part of their real function as secondary schools, because the grammar schools and colleges are trying to do a fraction of it. With the whole secondary program from the junior high school through the junior college recognized and legally defined as belonging to the field of secondary education, and with all of the elementary work, and no more, done by those trained for it, the work of the union high school districts as well as that of the elementary schools of such districts will greatly increase in efficiency. The influence of the junior high school particularly, with its unhampered freedom from the sort of domination which has hindered the full development of secondary education hitherto, and still hampers it, will bring about a new era in secondary education for both teachers and administrators. It is sure to be a day of better education and better leadership for the adolescent boys and girls of the whole state.

B. ORGANIZATION AT FORT BRAGG[5]

This part of the chapter attempts to show the educational situation before a junior high school was established; the procedures followed in organizing a junior high school; how the funds were made available to maintain it; and some general results accomplished by its organization in the Fort Bragg Union High School District.

[5] By Roy W. Good, Superintendent, Fort Bragg Union High School District.

The local situation.—Briefly stated, the educational situation in the Fort Bragg Union High School District before organizing the junior high school was as follows.

High school.—One high school at Fort Bragg served nineteen elementary school districts composing the union high school district for grades nine, ten, eleven, and twelve. Transportation for high-school pupils was carried on by means of auto-busses and the railroad in all the elementary school districts, where needed, except in three, which were and still are, under present road conditions, too far removed (thirty to sixty miles) from the high school to transport pupils.

The high-school building was inadequate in size for the number of pupils attending, obsolete in structure, and faced with a small gradual increase in enrollment each year. Enlargement of the old structure or a new and enlarged building was badly needed to care for the pupils. Conditions in the main supporting industry (lumbering) were bad, and the outlook for voting bonds to build a new schoolhouse was hopeless.

The high-school grounds were adequate for the four grades housed there but not large enough to permit any other grades to be added; nor could they be enlarged without great expense, as they were hemmed in by the railroad, the cemetery, and the town. New sites of adequate size in a suitable location were not available.

Elementary schools. — Each of the nineteen elementary school districts composing the union high school district was controlled by a three-member board of trustees and maintained an eight-grade elementary school. Fifteen of the districts employed but one teacher; three employed two teachers; and one, Fort Bragg, employed twenty teachers and maintained a kindergarten. The average daily attendance in these various schools was as follows: 5, 5, 5, 6, 7, 7, 8, 9, 9, 12, 12, 15, 16, 24, 35, 40, 49, 52, and 631.

The taxable valuation of the elementary school districts varied from $13,000 to $750,000 per teacher employed and from $1,000 to $60,000 per pupil in average daily attendance. Most of the districts with large assessed valuations had small

enrollments of pupils per teacher, and those few which had large enrollments per teacher had relatively small valuations. The schools having but few pupils and a high valuation were not called upon to levy the limit of district taxes (maintenance 30 cents, building 15 cents, and bonds 5 per cent) as in many instances none were levied. On the other hand, it was impossible for those schools with large enrollments per teacher and relatively small taxable valuations to raise money enough with taxes levied at the maximum of district-tax limits to maintain respectable schools. This was especially true for building needs.

The buildings were all old and dilapidated and the grounds unsuitable for schools with the exception of one two-teacher school and the Fort Bragg school. These two schools had excellent sites and modern up-to-date buildings. Most of the districts were faced with the immediate necessity of building new schoolhouses and eight of the seventeen districts with a maximum bond issue could not raise a sufficient amount to build a one-room schoolhouse.

The pupils attending fifteen of the schools were so located on the highways and the railroad that the seventh and eighth grades could be easily and cheaply transported to a centralized junior high school located at Fort Bragg and the pupils of the first six grades could be transported to four different centers.

The new two-teacher school and the Fort Bragg school were located properly for two centralized schools and suitable sites were available for the others. The Fort Bragg elementary site was at least twice the size needed at the time and could be enlarged cheaply. The building was also larger than needed. The Fort Bragg elementary site, with extensions, offered an immediate solution for a junior high school site and the building would give temporary quarters for eight of the junior high school classes.

A study of the transportation already maintained in the high-school district revealed the fact that approximately 33 per cent additional cost and a rearrangement of routes and time schedules would take care of the needed high-school transportation, the transportation of the seventh and eighth grades of

the fifteen districts to a junior high school in Fort Bragg, and that of all the elementary children in these districts to the four central schools.

A study of the finances revealed that the amount of money apportioned from the state and county to these fifteen elementary schools, Fort Bragg not included, would maintain the three small central schools, would pay for the additional transportation needed for all the schools, and would maintain a teacher for every twenty pupils (three teachers in all) sent to the junior high school from those districts.

In short, the Fort Bragg Union High School District embraced 18 small inefficient grammar schools managed by 54 trustees employing 21 teachers and maintaining 18 varieties of common-school education. All of the schools were incapable of giving any brand or variety of modern training to the 327 children in attendance. It contained one respectable grammar school at Fort Bragg and an overcrowded high school of 350 pupils which needed immediate extensions of building or a reorganization. The situation called for a complete reorganization of the 8-4 school system in operation in the high-school district to make it modern, the establishing of a junior high school at Fort Bragg, and the consolidation of the small elementary schools, all of this being practical, economical, and in the right direction educationally.

Organization and finance. — The financing of a junior high school in a union high school district is done jointly by the high-school district and the elementary districts having children in attendance. Other elementary districts of that union high school district are not required to contribute toward its maintenance. The elementary districts pay tuition to the high-school district for the seventh- and eighth-grade pupils attending. This tuition cannot exceed the average net cost per pupil for educating pupils in the first six grades in the elementary school. The high-school board of trustees administers the school and provides from high-school funds[6] all money re-

[6] See numbers 3.260 to 3.264 Kersey School Code of California, 1929, p. 130.

quired except the amounts paid in as tuition fees by participating elementary districts for their seventh- and eighth-grade pupils.

In Fort Bragg, this would have involved the making of yearly contracts between the high-school board and from one to nineteen elementary school boards or an appeal to the county superintendent of schools, who may compute the tuition to be charged and incorporate it in the elementary school budgets if the junior high school has been organized without the unifying of the administration of the elementary schools.

Either of these procedures for collecting tuition involved insurmountable difficulties. The districts which had ample financial powers had very few, in some cases no children, to attend a junior high school, and therefore would have been called upon to contribute little or nothing toward its maintenance, while the districts which had pupils to attend had no means of raising the money for the tuition. They were taxed to the limit already or had no taxable values or the loss of the seventh- and eighth-grade pupils made no appreciable deduction in the operating costs. The principal cost of operating these schools was the salaries of the teachers and no reduction of teachers could be made by eliminating the seventh and eighth grades from any of the schools except in the Fort Bragg District.

The high-school board of trustees could not within the legal tax limits raise sufficient funds to maintain a junior high school organization without the guaranty of the tuition money and the savings to be made by the co-operative use of the transportation system. The two amounted to from fifteen to twenty thousand dollars per year. To make this co-operation of the elementary districts with the high-school district certain and productive of funds, unification of the administration of most of the elementary districts participating in the junior high school was necessary before a junior high school could be seriously considered. No better example could be found of the need for larger units of administration in the rural areas of California and other states.

Procedure.—To accomplish this unification, two procedures were open under the law: the organization of a consolidated high-school district making it a city school district under section 1731*a* of the *Political Code* (Sections 2.310 to 2.356, School Code); and the organization of an elementary union school district, comprising all the districts needed to guarantee the funds, under sections 1585 to 1591 of the *Political Code* (Div. II, Part I, chap. iv, pp. 38–41, School Code, Kersey, 1929).

The organization formed by the first of these two procedures was considered by far the better, but for economic and political reasons the second procedure was followed. Two of the nearest and most favorably situated districts were united into a union school district by vote of the districts and then six more were added at once to that union district by petitions and agreements under the sections of the law named above. Other districts have since petitioned to join.

This procedure for organizing the union elementary school district was adopted for the following reasons. There was uncertainty of securing by one election all the districts needed, as a majority vote unfavorable in one district would disqualify the whole election. It would have required the signatures of a majority of the parents having children in school in each district to call the election, and that was all that was required to secure the action of the county board of supervisors to join the districts to the union when once established. It was considered to be much more certain to secure the action of the board of supervisors than to secure a favorable vote in all the districts at one time. Each district could be worked upon separately with no unfavorable effect upon the others. A determination of the total number of districts to include in the union elementary district did not have to be made in advance. Those people who were against the project would necessarily have to fight it in the open. The accompanying agreements could exempt districts from participating in the bond debts already upon some of the districts, and could exempt districts from paying the kindergarten tax, or if desired the districts could assume these obligations. These agreements would thus tend to equalize fu-

ture tax burdens upon the various districts on a basis that could be mutually agreed upon and at the same time assist in securing the union district. Also the circulating of petitions for the approval of the proposed junior high school and the petitions and agreements for the union elementary school district could be accomplished simultaneously, thus avoiding unnecessary duplication of work and delay. (See School Code 2,260.)

The junior high school.—The junior high school was organized under and by the authority granted to union high school district boards of trustees by that portion of section 1750*a* of the *Political Code* (Section 3.231, School Code) which states:

> The governing board of a county, a union, or a joint union high school district may establish a junior high school or a system of junior high schools only when a majority of the boards of trustees of the elementary school districts comprising such high school district shall approve the organization of such course in writing, and shall file a statement of such approval with the high school board." . . . .

A separate meeting of each of the elementary boards of trustees in the union high school district was called, and the approval, in writing, of a majority of them for the organization of a junior high school by the union high school board was secured. Later it was presented to the high-school board, and the high-school board passed the necessary resolution establishing a junior high school course of study for the Fort Bragg Union High School District.

Petitions and legal proceedings.—Following are some of the forms used in organizing the union elementary school district and the junior high school. They were all circulated simultaneously and include: a petition for annexation of elementary school districts to a union school district; agreement to accompany the petition; certificate showing sufficient number of signatures on the petition; and approval of elementary boards for organizing a junior high school. A copy of a portion of the resolution establishing the junior high school follows the other forms.

PETITION

PETITION for the annexation of the.....school district to the Fort Bragg Union School District.

[*Addressed to the Board of Supervisors.*]

WE, the undersigned, majority of the heads of families who reside in the.....School District and who have children attending the.....school as shown by the teacher's register for *this or the preceding* school term, do hereby petition your honorable board to annex the.....school district to the Fort Bragg Union School District in accordance with law and in accordance with the agreement between the Board of Trustees of the.....school district and the Board of Trustees of the Fort Bragg Union School District herewith attached.

Signatures of heads of families *School District of residence* *Date*

AGREEMENT

(Dated)

AGREEMENT BETWEEN,
THE BOARD OF TRUSTEES OF THE .....SCHOOL DISTRICT } Party of the first part
AND
THE BOARD OF TRUSTEES OF THE FORT BRAGG UNION SCHOOL DISTRICT } Party of the second part

WITNESSETH:

This agreement between the party of the first part and the party of the second part above mentioned is made to accompany the petition for the annexation of the.....school district to the Fort Bragg Union School District, and to set forth the terms upon which such annexation may be made by the Board of Supervisors of the County of Mendocino, State of California, as provided in Sections 2.310–2.356 of the School Code of the State of California.

It is hereby agreed between both parties that such annexation may be made and thereupon the.....school district will be subject to all laws, rules, and regulations pertaining to school districts composing a Union School District except as follows:

1. All bonded indebtedness, if any, existing at the date of annexation against either of said school districts or against any part of either thereof shall remain a lien against the property on which it is then a lien and nothing herein contained shall be construed as an assumption by any other district or territory of any part of the obligation of such indebtedness.

2. The property within the boundaries of said.....school district at the time of annexation shall not be subject to any tax for the operation of a Kindergarten, if any, operated by the Union School District.

3. This agreement may be modified, altered, or rescinded by agreement signed by a majority of the then trustees of the Union School District and a majority of the parents then residing within the present limits of said.....school district, and having children attending a school of said Union School District as shown by the teacher's register for the then current or preceding school term.

Signatures:

....
Party of the first part Party of the second part

CERTIFICATE

FORT BRAGG, CALIFORNIA

This is to certify that I have examined the school register of the .....school district, and that the names contained on the attached petition represent a majority of the parents who have children attending school in the.....school district in the County of Mendocino, State of California, for this or the preceding school term.

.....
Signature

Subscribed and sworn to before me a.....in and for the County of Mendocino, State of California, this....day of.....193...

.....

APPROVAL FORM

[Date]

WE, the undersigned members of the Board of Trustees of the .....school district, do hereby approve and further petition you, the Board of Trustees of the Fort Bragg Union High School District, to establish one or more Junior High Schools in and for the Fort Bragg Union High School District, under the authority granted to you by Sections 3.260–3.264 of the School Code of California.

Signed:

BOARD OF TRUSTEES,
.....School District
By .....
.....
.....

RESOLUTION ESTABLISHING JUNIOR HIGH SCHOOL COURSE

FORT BRAGG, CALIFORNIA
June 4, 1928

WHEREAS, The best school organization to promote education for the pupils of the Fort Bragg Union High School District appears to be the 6-3-3 plan . . . . , and,

WHEREAS, The most economical organization for buildings, both for the high school and the elementary schools of the high-school district for present and future needs and where maximum usage can be secured, appears to be the 6-3-3 plan . . . . , and

WHEREAS, The grounds of the high school are already inadequate for the numbers subject to them . . . . , and,

WHEREAS, The present high-school building is not adequate to take care of the present needs . . . . , and,

WHEREAS, Petitions from a majority of the grammar schools of the high school district requesting the formation of a junior high school have been presented to this board . . . . , and,

WHEREAS, It does not appear to be good public policy to build a new addition to the present high-school building or to call for bonds at this time to replace the total plant . . . . ,

Therefore, Be it resolved, That this Board of Trustees for the Fort Bragg Union High School District establish, organize, and maintain a Junior High School Course of Study for the pupils of the Fort Bragg Union High School District, and we hereby declare such course to be established in accordance with the authority given to us by the Boards of Trustees of the Elementary School Districts of this Union High School District and the law of the State as found in Sections 3.260–3.264 of the School Code of the State of California.

Details of plan.—After the resolution establishing the junior high school had been passed, the high-school board of trustees and the elementary union school boards of trustees met together with the Superintendent of Schools, who was employed jointly by these boards, and worked out the remainder of the organization and the financing of it.

A course of study was adopted under the authority of Sections 3.800–3.806, School Code. The site was located by the procedures outlined in Sections 6.90–6.93 and Sections 6.150–6.159, School Code. The purchase by the high-school board

and the sale of the site by the union elementary board were made under the authority granted by Section 3.231 and Sections 6.190–6.203, School Code. The necessary rooms for temporary quarters were leased by the elementary union board to the high-school board under the provisions of Section 3.231, Sections 6.190–6.203, and Sections 6.90–6.93, School Code. The extra rooms necessary to house the junior high school were built by the high school under the powers granted in Section 3.231 and Sections 4.460–4.468, School Code. By organizing the junior high school, the high-school board of trustees was able to erect the necessary building with a 15-cent tax together with the balances that had accumulated in the funds. It was now unnecessary for the high school to carry large balances over to the following year to pay teachers' salaries, as the tuition money from the elementary schools was made available from the first state apportionments and was sufficient to pay the teachers for three months or until county money was available. The necessary elementary schools were provided under Sections 2.1003, 6.80–6.83, and 6.140, School Code, as the money was already in the union district treasury. The money to maintain the junior high school was provided under Sections 3.260–3.272, School Code—the tuition from the elementary schools—and the special district tax on the high-school district under Sections 4.530–4.533, School Code. The special district tax for the high school was the same after as it was before the organization of the junior high school. Tuition was levied by the union school board and extended gradually by districts as the junior high school was able to serve them. Districts not having funds or not in position to raise funds for tuition were not charged tuition but were served free by the junior high school.

The teacher situation.—The procedures to this point were but the preliminary bouts to the main event, as far as difficulties were concerned. The establishing of the junior high school and the consolidation of the elementary-school districts and schools released a great number of elementary teachers who were not certified to teach in the junior high school. Some of them were

assimilated in the seventh and eighth grades, but about half a dozen of those who had done long service, in some cases too long, produced the only fireworks in the whole procedure. They attempted to hold their positions under the "Tenure Law" in the elementary union district, but the Superior Court held that in the organization of the union district all teachers must teach the required time in the union school district before tenure was established; that teaching in any one of the elementary districts of the union before the union was formed did not count as service in the union school district.

The 6-3-3 plan adopted.—The organization considered for grades 1 to 12 at the beginning was a 6-6 plan, but this was abandoned because of lack of funds for building purposes and the 6-3-3 plan was preferred, as it divided the pupils of grades 7 to 12 into two separate schools with pupils and classes enough in each to have a good curriculum offering and to maintain good teaching staffs. One subject or group of subjects such as English or Social Studies gave one or more teachers a full teaching load in either school. Had the number of pupils or teachers been smaller, the 6-6 plan would have been considered more seriously.

The 6-3-3 plan was a sound educational organization and more nearly met local conditions than any other plan. It cost no more to maintain it at a good standard than it had cost to maintain the 8-4 plan in operation in the high-school district and it was by far a superior organization.

Results obtained by reorganization.—These things resulted from the change.

1. A modern type of education was provided, with better-prepared teachers, for the pupils, particularly those who had attended the small elementary schools, as the seventh and eighth grades were placed in the central junior high school and the consolidation of eight of the elementary school districts was effected, with the result of placing the pupils of the first six grades in centralized elementary schools.

2. The educational opportunities of the pupils were equalized by placing the taxable wealth where it was needed and

accessible and reducing the necessary district tax rate on the districts maintaining legal limits to less than one-half the legal limit, thus giving the elementary schools a chance to grow and to improve.

3. The necessity of building a new high school was postponed until a plan of school organization can be worked out and made possible for the upward extension of the high school for junior college work, such as the 6-4-4, the 6-3-3-2, the 6-6-2, or any other plan; thus future buildings can be designed to fit the needs of the school organization desired rather than have a school organization designed to fit undesirable buildings. The change to any one of these plans does not involve the unnecessary expenditure of a single dollar under the present organization.

4. There is now no necessity of building from five to eight small country schoolhouses at an estimated total cost of from forty to sixty thousand dollars.

5. Finally, the reorganization gave activity and happiness to the school life of 1,200 school children, and stopped the elimination in the seventh, eighth, and ninth grades, for we have had to date, 2 years from the time of organization, one hundred per cent enrollment in the tenth year.

XVI. PHYSICAL EDUCATION

A. ESSENTIALS OF A PROGRAM

BY W. A. KEARNS[1] AND N. P. NEILSON[2]

To many, the term "health and physical education" means a single unified program. This interpretation is not entirely correct and if it were it would be better to substitute the word "or" for "and" in the phrase. In reality, there are two programs—one called school health and the other physical education, tied together because of their close relationship in the lives of pupils.

Health education.—Good health may be defined as the harmonious functioning of all the organs of the body. School health includes either two or three divisions, depending upon the point of view. When two classifications are used they are health protection and health instruction; when three are used they are usually health service, health supervision, and health instruction. Educational content material found under all three headings may be referred to as health education.

Definitions.—School health service includes the work of physicians, nurses, dentists, and dental hygienists. These expert workers are licensed to render service in California schools. Health supervision includes supervision by many persons over heating, lighting, ventilation, sanitation, pupils' programs, and in fact all in-school and out-of-school environmental conditions which affect pupils' health. Finally, health instruction, through the teacher-pupil relationship, includes the development of proper attitudes toward health and the knowledge of pertinent health facts.

While many educators in the past have admitted and urged the importance of provision in the school program for adequate pupil protection in health matters, we are today only beginning

[1] Director of Physical Education, Public Schools, and of City Recreation, San Diego, California.

[2] Chief of the Division of Health and Physical Education, State Department of Education, Sacramento, California.

to do something about it. We gave health examinations first in the university, then in the high school, then in the elementary school, and now the important discovery has been made that many children have defects before entering the first grade and should receive careful attention. No doubt in the near future we shall see a rapid development in the programs of physical examination, in nursing service, and in the discovery and correction of physical defects which impair the pupils' health and ability to do school work.

In the matters of health supervision and instruction all teachers are concerned. Health instruction should be given incidentally wherever and whenever the necessity or opportunity arises. It may be taught by the physical education teacher during part of that subject's time allotment, or as a separate course by any teacher in the school best prepared to give the work.

Physical education.—Physical education is best defined as "a method of education through physical activities." The terminology of the past has been interesting: first, it was physical culture; then it was physical training; and now physical education is the term used by all those educators who are living in the present. Occasionally you still hear "physical culture"; more often "physical training"; but on the whole, people are learning their lessons well.

The physical education program, according to Neilson and Van Hagen in their *Manual of Physical Education Activities,* includes the instructional period, specially organized classes, intramural athletics, interscholastic athletics, and play days. The contents of this manual covering those divisions is of inestimable value and should be built into every junior high school program as rapidly as is practical and possible.

Since the beginning of athletics, and later of physical education, there has been in American institutions a constant discussion as to objectives and content of program. In the early days, sport for sport's sake was the dominant thought. Though many have perpetuated the phrase and some the practice, this of course meant nothing at all in principle and has had but little value.

As in all junior high school curriculum considerations, the program and procedure in health and physical education must be adjusted definitely to the particular age of these boys and girls.

Procedure in junior high schools.—We are faced with the vital question of what has come to be the best procedure in these matters in the junior high schools of California. It is not expected that we should be able to single out one school or one system of schools as a model in such a program, but rather that the good things found everywhere which achieve desired results from an educational standpoint be recognized. An analysis of experiences which have become the basis of well-established procedure is of value. Though it was the writer's desire to avoid securing information by the time-worn questionnaire method, he found it necessary next to personal visitation and first-hand experience. He has also made rather close observations of the development in California junior high schools during the last thirteen years.

Need of trained teachers and assistants.—One of the early problems in physical education was that of securing properly trained teachers to organize and conduct the program. Often natural interest and "noisy numbers" in crowded quarters unsuited to the work have been misinterpreted as being well-organized programs. Numbers and apparent interest may be a very unauthentic criterion of what is really happening in the physical education classes.

We have in the *Sixth Yearbook on the Development of Junior and Senior High School Curriculums* the statement that physical education is one of the administrative divisions of education. Certain tried methods of administration are well established. The work is a profession with a challenge; more and better teachers are available; institutions of higher learning for the most part are seeing the problem and state requirements of various kinds are becoming more nearly adequate.

Physicians and nurses.—In school health service work there is a wide variation in method and in the placing of responsibility. School physicians often work on a part-time

basis, and in some cases are not available at all. Health service is absolutely essential to a physical education program. Physical examination records should be transferred from elementary schools to junior high schools, and, in most instances, new examinations should be made. Records of those needing correction of defects and special work are of vital importance if there is to be a follow-up program. Where full responsibility is not given, a close co-operative relationship should by all means be set up between instructors and school physicians and nurses. Interdepartmental relationships are vital, as physical education must fit into the whole scheme. Not that it should be scheduled apart, or as an accommodation to other schedules, but the whole schedule should be considered at one time.

Necessary equipment.—For the reason that physical education equipment, especially buildings and permanent equipment, generally receives last consideration at the hands of school administrators, we experience many problems in the conduct of our program. This condition, of course, will change in time and, in fact, is now gradually changing. Safety, utility, and sanitation are paramount in building and equipment considerations. The basket system, coupled with the "team room" plan, is widely used. Special attention should be given to the condition of floors in the locker and shower rooms. This department should be a model of cleanliness and sanitary control, because there is no other place where diseases, especially those of feet and skin, are more difficult to control than in the gymnasiums, shower, and locker rooms. Janitorial service is frequently needed during the hours of use as well as after they are vacated. Placement of equipment should reflect thought and consideration for the safety, health, and social welfare of the pupil. Incidental instruction in simple rules of hygiene and first-aid are a legitimate part of the physical education program.

Types of activity.—One, and perhaps the most important, essential in the program of physical education is that of creating a growing and permanent interest in activity. For the majority of junior high school pupils who are not found in

either the handicapped or the super-athletic groups and constituting over seventy per cent of the pupils, a vigorous intramural program should be developed. In general, a play and intramural program has the greatest appeal, but this should not mean the total absence of all formal work and formal method. The question of the amount and kind of formal work which should be used is a vital one. It is not to be supposed that we are going to equip gymnasiums for universal heavy gymnastics of the so-called German or Swedish types. Very little equipment of this type is being used in the state, except for corrective purposes. Formal roll call, with marching and brief snappy free exercises of a progressive nature, are best in our current practice. Mat exercises, including tumbling of an elementary nature, may be taught formally but with interest. Natural dancing has great value, especially for girls.

Outdoor games and sports.—Much of the physical education class work in California will naturally be conducted on out-of-door fields and courts. The activities most suitable, and those which are being used most, are the following: *For girls,* volley ball, playground ball, and tennis. Occasionally good use is made of archery, swimming, and croquet.[3] Basketball and track sports are conceded to be for limited and closely supervised use. *For boys,* speedball, touch football, basketball (36×60 foot courts), volley ball, baseball, playground ball, track and field, handball, tennis, and swimming. Wrestling and boxing are found in very limited use and require great care. In the question of American football we find a wide variation of opinion, but the majority of junior high schools have rightly substituted speedball for American football. This is physiologically sound, as boys of this age often have grown in volume of muscles and body beyond their "vital organ" ability to do the work. Being on the safe side in this regard is an obligation which is paramount.

Instruction period.—The instruction period should be used

[3] For a more complete list of activities, see Neilson and Van Hagen, *Manual of Physical Education Activities* (State Department Publication).

to teach the form and to develop a playing understanding of various activities. It is not enough for one group to be able to win a game of volley ball or basketball from another. The result in score, to be sure, has its place, but the teaching of the various games should precede the development of skill. This agrees with the rapidly growing idea of giving instruction to youth in many activities and sports which will "carry over" to later life. To a considerable extent, there are serious objections to many highly competitive programs. In the junior high school we note a changing emphasis in this regard toward mass instruction and the "carry over" type of activities. Special classes are producers of individual benefit and builders of interest and morale.

Intramural athletics.—Intramural athletics have great possibilities wherever instructors have the imagination to organize natural units within schools and classes. Scoring systems, if not too complicated and if they perpetuate interest, are important. They usually vary with the personality of the instructor. The essentials of a scoring system are: (*a*) the classification of pupils into homogeneous groups; (*b*) the posting of record cards where they can be seen daily by those taking part in the games; (*c*) the giving of value to individuals as well as classes or teams for each unit of participation, regardless of the result in score; (*d*) frequent redivision or rearrangement of players, which means a new league or series of events. In classification, the practice which seems to be getting the best results involves the use of age, height, and weight. Classification schemes are available from many sources, including the *State Manual.*

There is an overwhelming sentiment in California and, it may also be said, over the entire country, favoring intramural activities. It has been demonstrated that such a plan is the foundation of good athletic teams, of individual development, and of all that is desirable with the minimum of old-time "objections." Some are saying, "Intramurals, the hope of our physical education." This view is shared in the college as well as in public school circles. They most certainly have an ever-

increasing place in the junior high school physical education program.

Interscholastic athletics.—Interscholastic athletics, as a problem, is being solved in the junior high better than in the senior high school, largely because there is a good understanding on the part of the majority of school executives as to the vital importance of the age consideration. I quote from the *Sixth Yearbook on Development of the High School Curriculum:*

> The Junior High School age is one of vital importance in both boys' and girls' physical and moral development. To the Physical Education Department falls the major responsibility, because of intimate contact in critical situations. The avoidance of overstrain is an essential factor in the care of this group. The tendency to inject into the junior high school the prevalent senior high school athletic and social program is lamentable and fraught with danger.[4]

Our questionnaire study would lead the writer to conclude that we in California are not seriously at fault in this regard, but we have not clearly arrived at the desired destination. In the competitive program[5] of the junior high school, best results are being obtained where the following guiding principles are kept in mind:

1. Selection of membership to representative teams should be in part a reward for creditable participation in the intramural program.
2. If it is necessary to travel any great distance to compete, the program should be intramural only.
3. In larger cities interschool competition can best be carried out on the "play day" plan.

The play day plan. — The play day plan of activity for both boys and girls holds within itself great possibilities. Here we find the best chance for the proper social relationships and citizenship training. The possible sting of a single overwhelm-

[4] Department of Superintendence, National Education Association, 1928.

[5] This does not mean recommending interscholastic athletics for girls. In fact, the reverse is true.

ing defeat is entirely eliminated. The danger (moral and social) is likewise lessened for the otherwise overconfident winners. Natural play, with unaffected sportsmanship, is possible and actually is the thing which takes place. Play days, with a large variety of activities, are working well as community functions because such activities are of great benefit not alone to the pupils but also to community and civic organizations. Group games, individual events, and stunts, along with rhythmical activities, are being used successfully. Combinations of two or more schools to suit the convenience of time, distance, and facilities are the usual procedure.

Qualities fostered.—Most children consciously or unconsciously observe the actions of elders and therefore the sportsmanlike conduct of their instructors is very important. It is also important to be courteous to all officials and to opponents at all times. A generous atitude is greatly to be admired, and the reverse of this should have no place in the junior high school. Courtesy between instructors, to the extent of approaching formality, is desirable. The use of first names by pupils in addressing instructors has a danger in it. Such a relationship is not productive of proper discipline or well-regulated departments. It should be of vital importance to all educators to know that there is a great expectancy on the part of junior high school principals that physical education shall help materially to solve school citizenship problems.

Testimony of principals.—Expressions have been obtained from some seventy-five principals, and many made identical remarks in answer to the question: "What in your physical education program seems to be gaining best the desired objectives?" Some of their answers were: "Leadership is being developed"; "Good citizenship, better standards of living noticed"; "Program includes all"; "Intramural program getting results"; "Our athletic program means everybody in the game"; "Interclass play holds our interest and is getting results"; "The work in posture improvement is the best work of our department"; "Health instruction is one of our chief responsibilities and pays big dividends."

A strong predominance in evaluating worth-while elements in this program has been given to the above-mentioned outcomes, but in expressing the weak points of their various programs, principals in answer to the question, "If conditions are not right in your Department of Physical Education, what would you suggest for improvement?" mentioned mainly the following: "Lack of equipment prevents our best work"; "We need indoor gymnasium room"; "More attention to the health side should be given"; "We lack field space"; "Individual corrective work is needed"; "There is lack of standardization and equipment"; "The leadership or personnel is not as yet stable." Altogether some fifty-eight conditions were given which tend to hold back the program as seen by junior high school principals. There was great variety in indorsement of program content—sixty-two different elements being mentioned as getting favorable results.

Conclusions.—Finally, the most important considerations in this department of the junior high school are: (1) health; (2) universal participation according to individual needs; (3) an extensive intramural activity program; (4) high standards of sportsmanship; (5) development of skills which will create immediate interest on the part of the pupil and have "carry over" value for him. (6) As the preparation of the personnel improves, difficulty with equipment problems will decrease because the program will be better understood and, therefore, can be more completely sold to the public, the support of which is needed for all educational advancement.

B. ADMINISTRATION OF THE PHYSICAL EDUCATION PROGRAM

BY E. M. HILL[6]

Standards.—The development of administrative standards for a physical education department should be simply the appli-

[6] Physical Education Department, Balboa High School, San Francisco, California.

cation of the basic principles of educational administration to local conditions and to the problems which arise as a result of such conditions.

The analysis of the work of the department upon the basis of these principles may be in a large measure construed as regulations to be carried out by the members of the physical education department.

Precedence of training.—The first consideration of a physical education program should be the interests and needs of the pupil. There is no justification in attempting to fit the pupil to a rigid course of instruction in physical education, and the course of study should be of the most flexible nature to permit the placement of the pupil in the position where he will derive the most benefit.

Here enters the problem of pupil classification according to his needs and interests. His needs are determined somewhat by medical and physical examinations, while his interests may be in games and sports in which he ought not to engage. Such a situation provides the instructor with an opportunity for intimate acquaintance with the pupil and the redirection of the pupil's interests in activities where personal gain is the result.

The problem also of administering a program in health and physical education to large numbers without proper facilities frequently occurs. However, the more the principle of the precedence of training is borne in the minds of the instructors, the simpler will be the solution of such problems.

Delegation of authority.—In a physical education department the distinction between the amount of authority resting with the head of the department and the other department members should be minimized. The only distinction should be the authority delegated to the head for the distribution of duties among the members of the department. In reality, the authority of the department head is his responsibility to the principal for the proper functioning of the department and the administration of the course of study.

The head of the department, having assigned the instructors their respective duties, needs but to retain control over routine

matters. It is a unity of procedure that will produce harmony and the desired results.

Integrality.—The realization of the unity of the entire department should be foremost in the mind of the instructor. He should be conscious of the fact that he is a teacher of physical education and health, a molder of the pupil's physical and moral future, and not an athletic coach.

Every physical education instructor, in addition to knowing and carrying out his own specific duties, must understand the duties of his fellow department members. If he is conscious of the fact that the perfect functioning of all phases of the work of the department makes his own work more pleasant, he will readily aid his associates during emergencies.

Initiative.—The physical education instructor must possess initiative or else fail in his results. Owing to the diversity of activities, there is a wide range of opportunity to practice this principle. The practice of initiative will keep the department toned to the proper spirit of activity. Progress depends upon the practice of initiative, and instructors should find encouragement in this fact.

Adaptation.—The assignment of duties in a physical education department is of vital importance. The building of the department and the selection of the personnel utilizes the principle of adaptation.

In the assignment of hygiene classes, playground activities, gymnasium classes, and athletic coaching, this principle should be followed. To assign one instructor to a tumbling class and another to basketball coaching without first ascertaining their skills and experience would soon bring chaos to the department.

A careful analysis of all the duties of the department should be made, together with a survey of the training, experience, and interests of the instructors before the assignment of duties. If the physical education instructor will pause occasionally and reflect upon the relative values of the different phases of his work, both the work and the instructor will be benefited.

The greatest evil likely to arise in a physical education

department is that of placing all the instructor's time and energies upon some team for interscholastic competition and giving too little attention to the mass of pupils in the regular physical education classes.

Departmental meetings.—Departmental meetings should be held at reasonably frequent intervals, to take into account the work and working methods of the department. Under ordinary conditions, a short meeting once a week is sufficient. As problems arise and unusual situations present themselves more frequent meetings may be advisable.

At the beginning of the semester, a departmental meeting should follow the general faculty meeting. The most advantageous time is in the morning before school if the general meeting has taken place on the preceding afternoon.

These meetings should be for establishing the place of the physical education department in the school organization. The improvement of relationships with other departments should be reviewed and better means of co-ordination and co-operation discussed. Disciplinary problems and their control and elimination should also be considered. Better methods of care and use of equipment should be studied. A survey of the general effect of class instruction and the measuring of the results of instruction in terms of specific objectives should be made. The departmental meeting is also the proper time for assignment of duties to its members in order that each member may know his own as well as the responsibilities of his co-workers.

Typical programs for physical education meetings are suggested in the following outline:

I. Pertaining to class instruction
   1. Analysis of class work
   2. Suggestions to improve class procedure
   3. Considerations of pupils not fully participating in the general class program (special cases, injured, sick, physically handicapped, etc.)
   4. Hygienic conditions of pupils and school
   5. Disciplinary problems and control

II. Pertaining to athletics
   1. Term program
   2. Equipment and budget
   3. Time to be spent on coaching
   4. School regulations concerning eligibility
   5. Excuses from other classes for team members who are making trips to games
   6. Officials for contests

Supervision of instruction.—The personal relations between instructors in physical education should reflect a spirit of harmony and good sportsmanship. The spirit shown between instructors is contagious among pupils in the junior high school, and the presence of any departmental friction is soon common gossip among the pupils to the detriment of school morale. Co-operation should be both taught and practiced by the staff in order to make teaching as effective as it should be.

Class instruction.—Instruction in physical education classes is unlike that in any other department. A large part of the work is really a supervision of activity. Each instructor is in reality a supervisor. This involves each one in the same problems and requires the same skill in the analysis of the work and procedures as is required of the department head.

Most pupils take a vital interest in physical education, but few of them could give any of the general or specific objectives of physical education. Instructors should occasionally bring to the pupils' attention the goals toward which they should strive in their own growth and development. Thus certain attitudes and ideals of personal hygiene and physical well-being would be built up that would function in their "after-school" life. Some of these are listed here.

Every pupil should be engaged in the activities of the class at all times, unless legitimately excused. It is also important that the instructor should be familiar with the physical capacities and limitations of his pupils so as to guide tactfully any individual who may want to engage in activities which might be physically injurious.

The physical education program should be based upon recognized objectives of physical education. It is therefore the duty of each instructor to adhere to a well-planned program in order to attain these objectives. This in no way limits the instructor. As a matter of fact, it gives him the greatest opportunity to utilize his powers of initiative and resourcefulness. It is necessary, however, for him to devise methods of testing results in such a way that he will know whether or not the desired goals are being attained. The physical education instructor who is capable of organizing his classes so that they continue their activities while he is engaged in giving individual assistance to a member of the class will succeed. Classes should be organized so as to carry on independently any phase of the work which is on their program for the day. It is desirable that classes should know their daily routine for the entire week so that with competent group leaders and assistants the work is carried on successfully and in a satisfying manner even without the instructor present.

Proper organization of the class should eliminate practically all problems of discipline and develop the social consciousness or group morale which is so essential in physical education classes. Whether the few disciplinary problems which may arise should be handled by the instructor or by the group through its own officers will depend upon the nature of the case and the maturity of the students concerned. Self-government is desirable wherever possible.

Class organization.—Physical education classes should be organized in such a manner that time is economized and any phase of instruction or activity may be entered into without undue confusion.

The minutes of the physical education period should be properly and economically budgeted to secure the best results. Normally the period must have five divisions, as follows: dressing, assembly and roll call, instruction and activity, dismissal assembly, and bathing and dressing period. Six or seven minutes is ample time for the dressing period; the roll call assembly should not consume more than a minute or two;

while the length of the instruction and activity period depends upon the total length of the school period. One minute is sufficient time to assemble a well-organized class and dismiss them in proper order to the showers. The bathing and dressing period need ordinarily not be over ten minutes, except that in excessively hot weather it may be lengthened to allow more time due to overcrowded facilities.

Class formations.—Physical education class formations should be semi-military in character and response, so as to function rapidly at a given command. Yet the intricacies of formal military tactics are too Prussian for democratic American youth and should be eliminated entirely.

The normal-sized physical education class of from thirty-five to forty pupils may be organized in somewhat the following manner: At the roll call assembly the class forms itself into two parallel lines facing the instructor and in alphabetical order from right to left. In most cases the instructor needs to keep his class list in alphabetical order so as to facilitate his reports on grades, absences, etc., to the office. With the class formation depicting the pages of his roll book, the instructor can rapidly note the absentees as he passes before the class.

Another successful method of roll taking is accomplished by the use of spots or numbers in which each pupil occupies a designated location. This method is satisfactory if it is expedient to call the roll in the same place every day. The chief disadvantage, however, lies in the fact that it does not permit the instructor to familiarize himself with the names of his pupils.

From the roll-call assembly formation, the class can, at command and without confusion, assume any squad or group formation desired by the instructor for formal calisthenics, games, apparatus exercises, or athletic competition.

The division of the physical education class into groups or squads for all types of activity is a success whether simply or intricately organized. Such organization will depend somewhat upon the physical homogeneity of the class. It may be based upon some standards of physical achievements, upon age or

height and weight classifications, or accomplished solely by the choice of group leaders. Regardless of the method of group organization, each group should have a leader and one or two assistants. No group should remain as a unit over too long a period of time, nor should the instructor selfishly attempt to lighten his own duties by permitting a good group leader to hold his position permanently.

If the class is organized into groups of equal abilities, it is necessary that one pupil be designated as a clerk or score keeper. Some method of scoring points for every activity in which the group engages should be devised and this total point record over a given report period should have a bearing on the grade of each pupil.

The physical education instructor must always be on the alert to detect the shortcomings of individual pupils and attempt to correct them by giving such pupils special individual programs. These special programs will be necessary for most pupils with permanent physical handicaps and for pupils who fall below par in agility tests.

Summary.—A physical education department organized and conducted upon the foregoing principles and policies, with competent instructors faithfully performing their duties in the direction and supervision of their pupils, will mold harmoniously into the educational system and produce the results which justify its existence.

BIBLIOGRAPHY OF SELECTED JUNIOR HIGH SCHOOL LITERATURE

BY CLAIRE F. MUNCY[1]

A survey of the published and unpublished junior high school literature of the past six years is presented in the bibliography which follows. The references are classified under three headings. Articles appearing in periodical magazines and journals constitute the first and largest single classification. The books published in this field constitute the second but equally important source of information. The third group consists of miscellaneous materials bearing upon junior high school problems.

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